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ABSTRACT

This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) "Asian American Bibliography: Adult Reading," (2) "Asian American Multi-Media Materials, K-3," and (3) "Bibliography of Asian American Children's Books, K-3." (NCR)

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Asian Pacific

PERSPECTIVES

K.E.Y.S. PROJECT

KNOWLEDGE OF ENGLISH YIELDS SUCCESS

Los Angeles City Schools

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FOREWORD

The suggested activities in this guide have been prepared for use in the primary grades and have been field tested by participating teachers and aides in the K.E.Y.S. Project. They represent three years of effort on the part of many dedicated and knowledgeable people.

It is hoped that you will use these materials as a foundation for your own creativity.

The staff would like to thank parents, teachers, administrators, Planning Committee members, and Advisory Council members who contributed ideas and suggestions.

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Knowledge of English Yields Success

CULTURAL CALENDAR

1977

September

- 16 Moon Festival (Chinese)
Celebration at Alpine Playground, Chinatown, Los Angeles
- 18 Korean Parade
On Olympic Boulevard between Western and Normandie, Los Angeles
- 18 *Chusongnal*
Celebration at Ardmore Recreation Center, Los Angeles
- 27 *Chusongnal* or Thanksgiving Day (Korean)
Celebrated in individual homes, churches, and community centers
Materials: bilingual booklet and tape, teacher's resource guide, and activity lessons

October

- 8 White Sunday (Samoan)
(Second Sunday) Church ceremony centered around children
- 10 Double Ten Festival (Chinese)
Celebration in Chinatown, Los Angeles

November

- 1 All Saints' Day is also known as the Feast of the Dead (Filipino)
Celebrated by individual families
- 1 - 30 Rice Harvest (Filipino)
Materials: bilingual booklet and tape, teacher's resource guide, and activity lessons

December

- 25 Christmas (Filipino)
Materials: bilingual booklet and tape, teacher's resource guide, and activity lessons

December (cont.)

- 30 National Heroes Day (Filipino)
Celebrated in individual homes and by community organizations

January

- 1 New Year's Day (Filipino)
Celebrated in individual homes
- 1 *Shoogatsu* or New Year (Japanese)
Celebrated in individual homes
Materials: teacher's resource guide and activity lessons
- 6 Feast of the Three Kings (Filipino)
Celebrated in individual homes and by community organizations

February

- 7 New Year (Chinese)
Celebration and activities held all week in Chinatown, Los Angeles
Materials: bilingual booklet and tape, teacher's resource guide, and activity lessons
- 7 *Umyok* or New Year (Korean)
Celebrated by community organizations, churches, and individual homes
Materials: poster, teacher's resource guide, and activity lessons

March

- 1 *Samiljol* or Korean Independence Day
Celebrated at community centers
- 3 *Hina Matsuri* or Girl's Day (Japanese)
Celebrated in individual homes
Materials: bilingual booklet and tape, teacher's resource guide, and activity lessons
- 4 *Tae borum* or Five Grain Day (Korean)
Celebrated in individual homes

April

- 8 *Hana Matsuri* or Buddha's Birthday (Japanese)
Celebrated at Japanese Buddhist temples on any Sunday near April 8

April (cont.)

- 8 *Sukkamoni* or Buddha's Birthday (Korean)
 Celebrated at Korean Buddhist temples
- Flag Day (Samoan)
 Celebration at Harbor Community College
 Materials: bilingual booklet and tape, teacher's
 resource guide, and activity lessons

May

- 1 - 31 Santacruzán or Flores de Mayo (Filipino)
 Celebrated by community organizations
- 5 *Tango no Sekku* or Boys' Day sometimes called *Kodomo*
 no Hi or Children's Day (Japanese)
 Celebrated in individual homes
 Materials: bilingual booklet and tape, poster,
 teacher's resource guide, and activity
 lessons
- 5 *Hanguk Orin Nal* or Children's Day (Korean)
 Celebrated in churches, schools, and individual homes
 Materials: bilingual booklet and tape, teacher's
 resource guide, and activity lessons
- 15 Harvest Festival honors San Isidro, the patron saint
 of farmers (Filipino)
 Materials: poster, bilingual booklet, teacher's
 resource guide, and activity lessons
- 18 - 25 *Sukkamoni* or Buddha's Birthday (Korean)
 Celebrated at Korean Buddhist temples

June

- 1 Independence Day (Samoan)
 Celebrated at City Hall, Los Angeles
- 10 Dragon Boat Festival (Chinese)
 Celebrated in individual homes
 Materials: poster, bilingual booklet and tape,
 teacher's resource guides, and
 activity lessons
- 12 Independence Day (Filipino)
 Private reception by Consulate General and
 celebration at MacArthur Park, Los Angeles

July

Lotus Festival
Celebration at Echo Park, Los Angeles

July-August

Bon or Festival commemorating the dead (Japanese)
Celebrated at Buddhist temples

August

15 Liberation Day (Korean)
Celebrated by community organizations

13 - 27 Nisei Week (Japanese)
Celebration in Little Tokyo, Los Angeles

Dragon Boat Race (Chinese)

MULTICULTURAL LESSON

ACTIVITY

ASIAN SHUTTLECOCK GAMES

CONCEPTS AND/OR SKILLS

Balance
Eye-foot coordination
Comparison of children's games
Develop an awareness of different games
Cardinal numbers
Right foot
Left foot

MATERIALS

Bond paper, cut into $8\frac{1}{2}$ -inch squares
Metal washers or button molds, one-inch diameter
Plastic wrap, cut into $8\frac{1}{2}$ -inch squares
Rubber bands

PROCEDURE

1. Color bond paper.
2. Wrap washer or button mold with the bond paper.
3. Wrap plastic over paper.
4. Tie securely with rubber band.



AREA

Outdoors

PLAYERS

Individually or teams of two

RULES

Object of the game is to keep the shuttlecock in the air, kicking it with the inside of the foot.

As an individual activity

- Count number of times the shuttlecock is kicked with the right foot
- Count number of times the shuttlecock is kicked with the left foot
- Count number of times the shuttlecock is kicked alternately with the right and left foot

As a team activity

- Count number of times a team of two can keep the shuttlecock going back and forth
- With two teams of twos, see which team can keep the shuttlecock going the longest

MULTICULTURAL LESSON
Asian Shuttlecock Games

SUGGESTED
ACTIVITIES

Asian shuttlecock can be played as a relay game. Have the players take turns kicking the shuttlecock with one foot while the other foot remains steady. The player loses his turn and goes to the end of the line as soon as he loses his balance.

ADDITIONAL
INFORMATION

CHINA

In China, this game is called *yin*. The shuttlecock is made of leather, cut into a circular form, with the feathers attached to it. Sometimes two or three Chinese coins are used to give it weight. Children often play this game with their bare feet.

PHILIPPINES

In the Philippines, this game is called *sipa*. A coin and feathers are wrapped in cloth and tied with a rubber band to make the shuttlecock. *Sipa* also refers to the game played like volleyball, using a ball made of woven rattan and kicked with the foot.

JAPAN

A Japanese shuttlecock game called *kemari* is similar to the Chinese *yin*, Filipino *sipa*, and Korean *chegi*. Because the playing of *kemari* was generally limited to members of the nobility, it is not a popular sport in Japan. When the game is played, the players dress in ancient costumes and bind the ankles with cloth. The ball is made of leather on a bamboo framework and has a slightly flattened shape. The players stand in a circle and kick the ball with the instep, using skill and grace. The object of the game is to keep the ball in the air as long as it takes for a stick of incense to burn out.

KOREA

In Korea, this game is called *chegi*. A coin with a big hole in the center is used, and one and a half inch feathers are attached to help it fly smoothly. This game is played in urban and rural areas of Korea.

REFERENCES

Doolittle, Justus. Social Life of the Chinese. Taipei: Cheng-Wen Publishing Company, 1966. P. 290

Fujiya Hotel, Ltd. We Japanese. Yokohama: Yamagata Press, 1950. P. 81

Hak Won-Sa, Ltd. Korea Its People and Culture. Seoul: Ick-Dal Kim Publisher, 1974. P. 295

MULTICULTURAL UNIT

INTRODUCTION

BAMBOO

Bamboo thrives in many Asian countries. It has provided these countries with a variety of functional and essential necessities, such as food, shelter, clothing, furniture, utensils, medicine, musical instruments, toys, etc. Every part of the bamboo is used in one form or another. The bamboo is also respected for its aesthetic beauty.

Because the bamboo is an evergreen and has proven durable in adverse conditions, the Chinese, Japanese, and Koreans regard it as a symbol of strength, stability, constancy, and devotion.

MULTICULTURAL UNIT

ACTIVITY

BAMBOO BRUSH PAINTING

CONCEPTS AND/OR SKILLS

Brush	Press
Stroke	Odd number
Angle	Bottom
Upward	Alignment
Top	Shoot
Joint	Leaves

MATERIALS

Watercolor brush with a pointed tip
Watercolor paint of own choice (silver, gold, brown, or black)
Construction paper, 9 x 12 inches (black, brown, beige, gold)
Water in a container for rinsing of brush

PROCEDURE

1. Dampen brush in water.
2. Roll brush in watercolor paint.
3. Begin at the bottom of the paper.
4. Press the brush down at a 45 degree angle.
5. Brush in an upward motion about 2 inches.
6. Press brush down slightly before releasing. This makes the first joint of the bamboo.
7. Repeat in the same alignment to complete one shoot.
8. Continue and paint an odd number of shoots.
9. Paint leaves with a light stroke moving away from the joints. Paint three or five leaves.
10. Bamboo shoots can be painted at an angle.



SUGGESTED ACTIVITIES

Have children share paintings for a variety of art work.

Invite parents or a resource person to demonstrate painting techniques.

Bring in scrolls and compare styles and/or subject matter.

Have children bring in calligraphy brushes for sharing and discussing.

Use watercolor brush number 11.

MULTICULTURAL UNIT

ACTIVITY

BAMBOO PENCIL HOLDER

CONCEPTS AND/OR SKILLS

Manual dexterity
Shapes
Joint

Colors
Textures

Glue
Shade
Dip

Press
Raise

MATERIALS

Fruit juice can of an appropriate size to make a pencil holder;
check for sharp edges
Heavy foil paper
String, several pieces which are long enough to go around the can
White glue
Black shoe polish in liquid form
Facial tissues

PROCEDURE

1. Dip the string in the glue; glue the string around the can to make the "joint" of the bamboo.



2. After the glue is dry, glue a piece of foil to cover the can, pressing the foil to raise the pattern made by the string.
3. Paint the foil with shoe polish; wipe the polish with a tissue while it is still wet to create a shaded effect.

SUGGESTED ACTIVITIES

Other long, tubular shapes may be used.

Have children bring in bamboo to share and discuss.

MULTICULTURAL LESSON

ACTIVITY

BANANAS

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgment.

PROCEDURE

1. Discuss how the students eat bananas.
2. Explore and provide learning experiences in the different ways bananas are prepared in other cultures.
3. Discuss the different varieties of bananas.
4. Discuss the feelings experienced while exploring the different ways bananas are prepared.
5. Assist children to reach the conclusion that one way of preparing food is no better nor less than another.

SUGGESTED ACTIVITIES

Refer to appropriate KEYS Project materials.

ADDITIONAL INFORMATION

The banana is one of the world's most important fruits. It originated in India but it has been introduced in many parts of the world.¹ It is a great favorite because of its flavor, its food value, and its availability all year round.

The banana plant is a monocotyledon. It grows from ten to thirty feet high and it has very large leaves. When it is about a year old it bears a single bunch of fruit and then it dies, but the suckers grow into new fruit-bearing plants.²

The three chief types of bananas are:

1. common bananas--eaten as raw fruit. They are harvested when green and by the time they reach the markets they are ripe.³
2. Chinese or Dwarf bananas--they grow to only five or six feet high and they bear small bananas.⁴

¹Asch, John. The Story of Plants. G. P. Putnam's Sons, 1948. P. 322

²Zim, Herbert S. Plants. New York: Harcourt, Brace and Company, 1947. P. 267

³Wilkinson, Albert E. The Encyclopedia of Fruits, Berries, and Nuts, and How to Grow Them. Philadelphia: The Blakiston Company, 1945. Pp. 28-29

⁴Ibid. P. 29

MULTICULTURAL LESSON
Bananas

ADDITIONAL
INFORMATION
(CONT.)

3. Plantains or Cooking Bananas--they are not eaten raw.⁴
They are coarser and harder than the common bananas.

The banana is a staple food for the Filipinos and the Samoans. It is a substantial part of their diet in the Philippines and in Samoa, as well as here in the United States.

Ibid. P. 29

MULTICULTURAL LESSON

ACTIVITY

CHOPSTICKS

CONCEPTS AND SKILLS

Small muscle coordination
Pair
Index finger
Thumb
Forefinger
Up and down

MATERIALS

Chopsticks
Food in small pieces
Variety of objects

PROCEDURE

1. Rest one chopstick at the base of the thumb and on the upper part of the ring finger.
2. Hold the other chopstick like a pencil, between the tip of the thumb, the forefinger, and the index finger.
3. With the palm of the hand facing you, use the forefinger and index finger to move the top chopstick up and down.
4. Pick up food with the chopsticks and hold on to it while putting it in the mouth.



Keep lower chopstick
stationary

Move upper stick only

ADDITIONAL INFORMATION

Chopsticks take the place of knives and forks, because the food is pre-cut into small pieces.

For the Chinese and Japanese table settings, the chopsticks are placed below the rice bowl or plate in a horizontal position with the tapered end towards the left. In the Korean table setting, the chopsticks are placed between the rice bowl and the soup bowl in a vertical position with the tapered end at the top.

Chinese chopsticks are about 10½ inches long and blunt at the ends, while Japanese and Korean chopsticks are about 7 inches long and pointed at the ends.

MULTICULTURAL LESSON
Chopsticks

ADDITIONAL
INFORMATION
(CONT.)

Chopsticks are made of many materials: bamboo, ivory, brass, silver, plastic, wood (plain or lacquered), etc.

Wooden or bamboo chopsticks are easier to manipulate.

The smaller ends of the chopsticks are used for eating. In the absence of serving utensils, the wider ends may be used to pick up food from a common food dish.

It is permissible to spear food with the pointed chopsticks.

It is considered bad luck in some cultures to pick up food with the palm of the chopstick hand facing downwards.

For proper use, the chopsticks should be held evenly and should not cross while the food is being picked up.

It is considered bad luck to pass food from chopsticks to chopsticks.

Different names for chopsticks:

Chinese	=	<i>faai ji</i>
Japanese	=	<i>hashi</i>
Korean	=	<i>chutkarak</i>

Possession of silver chopsticks denotes wealth and were used by kings for their own protection. (It was thought that the silver would turn color when it touched poisonous food.)

SUGGESTED
ACTIVITIES

Have children try eating their snacks or lunches with chopsticks.

Cook rice and have children eat rice with chopsticks.

MULTICULTURAL LESSON

ACTIVITY

DRAGON

CONCEPTS AND/OR SKILLS

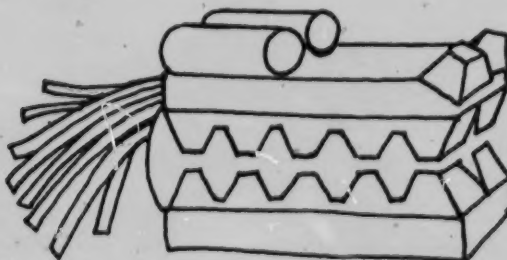
Numbers
Colors
Mythology
Language development
Small muscular coordination
Rhythms

MATERIALS

Two cardboard egg cartons per dragon (paint will not adhere to styrofoam egg cartons)
Colored crepe paper
Pipe cleaners
Paint (red, yellow, orange, white)
Masking tape
Glue
Felt pieces (optional)
Feathers (optional)

PROCEDURE

1. Cut two egg cups off one end of each of the egg cartons.
2. Place the bottoms of the cartons together with the open ends on the same side.
3. Tape the open ends together with masking tape (this is the rear end of the dragon head).
4. Tape two of the loose egg cups on the front of the top egg carton to simulate the nostrils.
5. Tape two egg cups on top near the open ends for the eyes.
6. Punch two holes behind the eyes and insert the pipe cleaner for the horns.
7. Paint the cups white for the teeth.
8. Paint the dragon any color.
9. Glue strips of colored crepe paper to the rear end of the dragon head for decoration.



SUGGESTED ACTIVITIES

Attach a piece of red crepe paper or cloth to the rear end of the dragon head and use it as a hand puppet.

MULTICULTURAL LESSON
Dragon

SUGGESTED
ACTIVITIES
(CONT.)

Refer to the record "Marn Ling Sees the Dragon Dance," International Telecomm Incorporated, Hunt Valley, Maryland 21031.

Have children freely move the dragon to the rhythm of the dragon dance music.

Discuss Oriental dragons and dragons in other cultures, e.g., Puff the Magic Dragon, St. George, St. Michael.

Decorate the dragon head with tissue paper squares.

Make a paper bag dragon puppet using buttons, scraps of paper and cloth, feathers, etc. A dragon should have horns, eyes, nostrils, tongue, scales, and might breathe fire from the nostrils or the mouth.

ADDITIONAL
INFORMATION

CHINA

According to legend, the *lung* (dragon) first appeared in the sky while an heir to the throne was born. The country was blessed with peace and prosperity for many generations after that. Since then the dragon came to symbolize good fortune and is seen at all Chinese New Year parades.

There are four dragon kings of China, each of whom is responsible for bringing the life-giving rain. The people traditionally danced the dragon dance to bring rain. Since the emperor was the chief person responsible for the rain rituals, his emblem was a dragon.¹

The dragon remained the national symbol of China until the overthrow of the Manchu Dynasty in 1912.² It was a symbol of the Imperial power.

The dragon is a beneficent creature and represents the greatest celestial power.³ It symbolizes life and growth and brings blessings of longevity, riches, virtue, and harmony. It is the

¹The New Caxton Encyclopedia (New York: International Learning Systems Corp., 1969) Vol. 6, pp. 1992-1993.

²Britannica Junior Encyclopedia. (Chicago: Encyclopedia Britannica, Inc., 1975) Vol. 5, p. 160.

³Burkhardt, V. R. Chinese Creeds and Customs. (Taiwan) Vol. 1 pp. 135-6.

MULTICULTURAL LESSON
Dragon

- 3 -

ADDITIONAL
INFORMATION
(CONT.)

emblem of guardianship and vigilance. It is regarded as a most sacred animal. It is kind and gracious and worshipped as the divine ruler of Lakes, Rivers, and Seas. It gives life and light to the universe and is one of the most important motifs in Chinese art.⁴ The Imperial dragon of China has five claws.

JAPAN

The *ryu* (dragon) reached Japan through China. The Japanese dragon is considered to be powerful because it possesses the strongest characteristics of the deer, horse, devil, snake, red worm, carp, cow, tiger, and the eagle. The dragon is represented in various colors. The Japanese believe that when the white dragon breathes, its breath turns to gold, and that the spittle of the violet dragon turns to crystal balls. Therefore, Japanese art usually shows the dragon accompanied by a ball of some form. The Japanese dragon has 3 to 5 claws. The ideograph for the word dragon is also read *ryu*.⁵

KOREAN

The *yong* (dragon) was introduced to Korea from China. It represents strength, virtue, and power. Many boys are given the name Yong. The Korean dragon has five claws. It lives in deep water and sleeps until he feels like going into flight to make storm and rain.⁶

⁴Merit Students Encyclopedia. (U.S.A.: MacMillan Educational Corp., 1973) Vol. 6, p. 81

⁵Fujiya Hotel, Ltd. We Japanese. (Yokohama: Yamagata Press, 1950) p. 143.

⁶Hakwon-Sa, Ltd. Korea It's People and Culture. (Seoul: Ick Dal Kim, Publisher, 1974) p. 248.

MULTICULTURAL UNIT

INTRODUCTION

FAN

Hand fans are popular with people from Asian and Pacific Island countries. Hand fans are used by both men and women for many purposes.

The materials used by the different Asian and Pacific Island peoples in making hand fans are also varied.

	Chinese	Filipino	Japanese	Korean	Samoan
Screen	X	X	X	X	X
Folding	X	X	X	X	

The screen fan dates back as far as 3000 B.C. in China. Both the Chinese and Japanese have screen fans that are decorated with beautiful paintings and/or calligraphy and are made of similar materials. The Korean screen fans are usually made of oiled paper and then decorated. Because of the climate, the Filipino and Samoan fans are used more for cooling and insect repelling and tend to be woven from leaves.

The folding fan originated in Japan circa A.D. 750. It has been incorporated into the Chinese, Filipino, Japanese, and Korean dances.

MULTICULTURAL UNIT

FAN

ACTIVITY	FOLDING FAN (JAPANESE)
CONCEPTS AND/OR SKILLS	Forward Backward Folding
MATERIALS	Construction paper (white or colors, no black) cut into 8½ x 11-inch rectangles Marking pens, coloring crayons Stapler Hole punch Yarn cut into 12-inch length
PROCEDURE	1. Decorate paper with pictures of flowers, trees. 2. Accordion-fold paper. 3. Staple one end together about 1½-inches from the bottom. 4. Punch a hole beneath the staple. 5. Put yarn through the hole and tie a knot to make a tassel.
ADDITIONAL INFORMATION	<u>JAPAN</u> The <i>sensu</i> (fan), originated in Japan around A.D. 750, was painted in bright colors and used in ceremonial dances. It was made in the shape of the wing of a bat signifying luck. In Japan, the fan is considered the emblem of life. "As the blades of the fan spread out from the rivet, so the way of life opens up into a happy future."¹ The rivet which binds the blades suggests steadiness and the sense of security. Friends greet each other with a wave of the fan. The fan is one of the gifts a bride takes to her husband's house. Another name for the folding fan is <i>oogi</i>. The folding fan was first used by court ladies to hide their faces. Later, it was used by warriors to challenge their enemies during the feudal days of Japan. A folding fan is also called <i>suehiro</i> which means "future prosperity" and symbolizes good luck. The fan is worn by Japanese on auspicious occasions such as weddings, festivals, and other such celebrations. An actor, dancer, or public singer usually

¹Britannica Junior Encyclopedia. (Chicago: Encyclopedia Britannica, Inc., 1975) Vol. 6, pp. 16-20.

MULTICULTURAL UNIT-FAN
Folding Fan (Japanese)

ADDITIONAL
INFORMATION
(CONT.)

wears a fan under his *obi* (sash) as a sign of etiquette when making a formal call. When a fan has a picture painted by a master painter or calligraphy written by a noted calligrapher, it is taken off its ribs and put into a frame for decoration.

CHINA

The folding fan was introduced into China from Japan around A.D. 1368 during the Ming Dynasty. It is used for practical purposes such as for cooling as well as for decorative purposes as in dances or for decorating walls.

KOREA

The folding fans used in the Korean fan dance are decorated with sequins, glitter, and feathers.

PHILIPPINES

The folding fan is also used in the Philippines for cooling and decorative purposes.

MULTICULTURAL UNIT

FAN

ACTIVITY	SCREEN FAN (CHINESE, JAPANESE)
CONCEPTS AND/OR SKILLS	Colors Measurements Eye-hand coordination Numbers Small muscular coordination
MATERIALS	Colored tissue cut into 2-inch squares Glue Cardboard or shirtboard Tongue depressor
PROCEDURE	1. Draw fan pattern onto cardboard. 2. Cut out fan. 3. Glue two inches of the tongue depressor onto the lower portion of the fan for a handle; press down on the depressor for a count of five to secure in place. 4. Wrap tissue square around tip of index finger. 5. Apply small amount of glue onto tissue paper. 6. Stick tissue onto one side of fan; hold to count of five to secure in place. 7. Cover one side completely with colored tissue squares.
SUGGESTED ACTIVITIES	Decorate fan on both sides with colored tissue squares. Have children draw a simple design, flower, bird, or animal onto the fan. Use colored tissue to "paint" the drawing. Have children paint a nature scene on the fan. Have children dictate a poem or a verse. Type and glue it onto the fan.
ADDITIONAL INFORMATION	<u>CHINA</u> The first <i>tyuhn sin</i> (screen fan) was known in China about 3000 B.C.¹ It was said to have originated when the daughter

¹The New Caxton Encyclopedia. (New York: International Learning Systems Corp., 1969) Vol. 7, pp. 2344-5.

MULTICULTURAL UNIT-FAN
Screen Fan (Chinese, Japanese)

ADDITIONAL
INFORMATION
(CONT.)

of a mandarin removed her mask at a Feast of the Lantern party and fanned herself. The guests imitated her and the fan came into being.²

The first fans were made of bamboo leaves and feathers, then of palm leaves and peacock and pheasant feathers mounted to resemble fronds.³ Fancier fans were made of tortoise shell, sandalwood, and mother-of-pearl. Filigree fans of silver gilt and inlaid with enamel were also made. White paper fans were used as autograph albums.⁴ Some fans were made from stiffened pieces of silk paper, had a handle, and were often decorated with paintings by important artists.⁵

The Chinese fan is one of Eight Precious Things of Taoist symbolism. The fans of small hand-screen type were represented in stone carvings of the Han Dynasty (206 B.C. - 9 A.D.).⁶

JAPAN

The *uchiwa* (screen fan) is considered more functional than the folding fan and is used by both men and women. It is used by businesses to advertise their wares, and many are decorated with poetic verses and small pictures.⁷

The *hi no maru no oogi* (sun fan) is about 1.2-feet long, has a circle painted for the sun on a golden background on one side and a golden circle for the moon on a red background on the reverse side. This fan usually had iron ribs and a warrior used to carry it to the front for challenging the enemy by waving it.

²Britannica Junior Encyclopedia. (Chicago: Encyclopedia Britannica, Inc., 1975) Vol. 6, pp. 16-20.

³The New Caxton Encyclopedia, loc. cit., pp. 2344-5.

⁴Britannica Junior Encyclopedia, loc. cit.

⁵The New Book of Knowledge. (New York: Grolier, Inc., 1972) Vol. 6, p. 43.

⁶Encyclopedia Americana. (New York: Americana Corp., 1964) Vol. 11, pp. 9-11.

⁷The New Caxton Encyclopedia, loc. cit.

MULTICULTURAL UNIT

FAN

ACTIVITY SCREEN FAN (FILIPINO, SAMOAN)

CONCEPTS	Strips	Side by side
AND/OR	Woven	Weave
SKILLS	Excess	Glue
	Vertically	Trim
	Horizontally	

MATERIALS Lightweight cardboard
Construction paper (yellow or green) cut into 1-inch strips
Glue
Stapler
Tongue depressor
Paint
Crayon

PROCEDURE

1. Cut two pear-shaped frames from lightweight cardboard.
2. Lay 6 strips of construction paper side by side vertically.
3. Weave in the other 6 strips, one at a time, horizontally.
4. Glue one frame onto one side of the woven fan.
5. Glue tongue depressor on wider end of fan for handle.
6. Glue second frame onto other side of the woven fan and over the handle.
7. Trim excess by cutting around outside of frame.
8. Color or paint border on both sides.

ADDITIONAL INFORMATION

PHILIPPINES

The *paypay* or *pamaypay* (fan) is mainly used for relief from the humid weather. This makes it a necessity. However, it may also be used by the Filipino women as fashionable accessories, and at times in social gatherings, fans are employed as signaling devices. The manner in which the fan is held transmits unspoken feelings.

SAMOA

The *ili* (fan) is of the screen type and is woven from dried coconut leaves. Some fans are stiff and some are of finer weave. The quality of the weave depends upon the part of the coconut leaves used.

One type of fan is made from the very soft part of the coconut leaf which has not yet opened. The leaves are dried in the sun and then woven into a fan. The other type is made from pandanus leaf or *laufala* leaf and is decorated with chicken feathers.

Samoan children often gather breadfruit leaves on the way to school and weave them into a fan. These leaves are not pre-dried and last only one day. They are usually discarded at the end of the school day.

MULTICULTURAL UNIT

FAN

ACTIVITY SCREEN FAN (KOREAN)

CONCEPTS AND/OR SKILLS Pear-shaped Frame Border Press Trim

MATERIALS Lightweight cardboard Wax paper Colored tissue paper Crayon shavings Tongue depressor Crayon Paint Iron Glue

- PROCEDURE
1. Cut two pear-shaped frames from lightweight cardboard with half-inch border.
 2. Cut two 8-inch square pieces of wax paper for each fan frame.
 3. Place colored tissue paper/or crayon shavings between the two pieces of wax paper.
 4. Press wax paper with a warm iron.
 5. Place wax paper between two frames.
 6. Staple to secure in place.
 7. Trim off excess wax paper.
 8. Glue on tongue depressor on narrow end of frame for handle.
 9. Color or paint the frame on both sides.

ADDITIONAL INFORMATION

KOREA

The *buchae* (screen fan) and *jupnun buchae* (folding fan) were introduced to Korea from China and Japan. Most of the Korean fans were made of oiled paper which were dipped in water. They were made of various colors and hues of blue, red, yellow, black (lacquer), white, purple, and green.

Large round fans are used as sun screens. Large banana leaf fans are used as ornaments in wealthy homes.

In weddings, the bridegroom holds a blue fan and the bride screens her face with a red fan. The red fan is made of silk and stretched on bamboo ribs. It is decorated with pearls and has handles of black or yellow.

Actors and sorcerers always hold fans in their hands while singing and dancing. The fans have pictures of orchids, peach blossoms, lotus flowers, butterflies, or the heron and oriole.

MULTICULTURAL UNIT
Fan

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MULTICULTURAL LESSON

ACTIVITY

FINGERS AS AN EATING TOOL

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgment.

PROCEDURE

(This procedure is used as an extension of a lesson whenever appropriate.)

1. Name the different foods we eat with our fingers.
2. Provide learning situations to show the various ways of eating with the fingers.
3. Explore the different ways various cultures eat with the fingers.
4. Discuss the feelings experienced while exploring or trying different ways of eating with the fingers.
5. Assist the children to reach the conclusion that one way of eating is no better nor less than another.

SUGGESTED ACTIVITIES

Refer to appropriate KEYS Project materials.

Get children involved in a *fiafia* (party). *Fiafia* includes singing, dancing, and serving of various Samoan finger foods. Some foods which might be served are pineapples, papayas, and bananas.

Have a multicultural party serving varieties of finger foods.

Children may be involved in organizing their own "finger food fiesta."

Have the class prepare an Asian dessert party, serving *dauh-sa-baau* (sweet bun), butterfly treats, *bibingka* (rice cake), etc.

MULTICULTURAL LESSON

ACTIVITY

FLORAL SYMBOLISM

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgment.

PROCEDURE

(This procedure is used as an extension of a lesson wherever appropriate.)

1. Discuss why flowers are used.
2. Explore and provide learning experiences on the different ways flowers are used in other cultures.
3. Discover which flowers are used as symbols.
4. Discuss the feelings experienced while exploring different ways flowers are used as symbols.
5. Assist the children to reach the conclusion that one way of doing something is no better nor less than another.

SUGGESTED ACTIVITIES

Refer to appropriate KEYS Project materials.

ADDITIONAL INFORMATION

Floral symbolism is used in every culture. Flowers are often designated for a country, for a state, or for a city. In countries of Asia, floral symbolism is used for various occasions or seasons of the year such as New Year, spring, and autumn. It is also used to mean joy, happiness, sadness, birth, and death.

CHINA

The *seui sin fa* (narcissus) and the *touh fa* (peach blossom) are popular among the Chinese during the New Year season. They signify a sweet beginning and new life.

The national flower of the Republic of China is *mui fa* (plum blossom). The plum blossom has five petals. Each petal represents the five major ethnic groups of China. The *juk* (bamboo) and *chong* (pine) are symbols of strength and long life respectively.

JAPAN

The chrysanthemum is the imperial symbol of Japan. Cherry blossoms are also identified as symbols of Japan. During New Year the *ume* (plum blossom), the *matsu* (pine), and the *take* (bamboo) are used to decorate the home. The three together is called *shoochikubai* (symbol of good luck). The *ume* represents prosperity and is the first blossom of the New Year; the *matsu* represents strength and longevity; and the *take* represents

MULTICULTURAL LESSON
Floral Symbolism

ADDITIONAL
INFORMATION
(CONT.)

uprightness, rapid growth, and flexibility.¹ The Japanese use the pine branches and bamboo in paintings, prints, and other forms of art and flower arrangements. The red maple is the symbol of autumn and represents the change of seasons.²

KOREA

The Korean national flower is the *mu kung wha* (rose of sharon).³ It is used at many occasions. Whenever the fresh flowers are not available, embroidered pictures and scrolls are displayed. During the spring, sprigs and branches of the flower are used.

The *so namu* (pine) is honored in Korea as in Japan for longevity of life. The *tae namu* (bamboo) is used for many purposes. The pine and the bamboo are used in paintings, printings, and displays.

PHILIPPINES

On February 1, 1934 the Governor General of the Philippines declared the *sampaguita*, a small fragrant, pure white, and glossy multi-petaled blossom, as the national flower. In legends and the customs of the people, the *sampaguita* means honor and glory.⁴

SAMOA

The most common flower in Samoa is the *aute* (hibiscus). It grows in abundance in Samoa and is considered the national flower. This flower is used at *fiafia* and is worn around the neck in the form of a lei.

Garlands and leis are also made of the *tifa* (large seed pods) and *pu'a* (tiny seed pods). The *paon*, a brown and red seed, is the symbol of the chief's authority.⁵

¹Bauer, Helen and Sherwin Carlquist. Japanese Festivals. (Tokyo: Charles E. Tuttle Company, 1974) p. 81

²Ibid. p. 109.

³Asia PR Center. Korea 1945 - 1975. (Seoul: Hack-Cho Mha, 1976) p. 25.

⁴Fabros, Arsenia Santiago. Know Your Philippine Flowers. (San Juan, Rizal: R. S. Bartomome and Sons, 1964) p. 48.

⁵Statement by Peleise Le'au, personal interview, January 25, 1977.

MULTICULTURAL LESSON

ACTIVITY

HARVEST

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgement.

PROCEDURE

(This procedure is used as an extension of a lesson whenever appropriate.)

1. Discuss the way Thanksgiving is celebrated.
2. Discover the reason for celebrating Thanksgiving.
3. Explore and provide learning experiences on the different ways celebrations like Thanksgiving are held in other cultures.
4. Discuss the feelings experienced while exploring or trying different ways of celebrating events like Thanksgiving.
5. Assist the children to reach the conclusion that one way of doing something is no better nor less than another.

SUGGESTED ACTIVITIES

Refer to appropriate KEYS Project materials

ADDITIONAL INFORMATION

HARVEST

Thanksgiving had its beginning in 1621 by the Puritans in the United States. Acknowledgement of a bountiful harvest has been celebrated by many nations in various ways for many centuries.

The new immigrants who came to the United States retained their own ways of celebrating Thanksgiving. They also adopted the American way of celebrating Thanksgiving.

CHINESE

The harvest of rice in China takes place about the 15th day of the 8th month of the Lunar calendar. It is also the time of the Moon Festival.¹ In the United States many Chinese Americans carry on the observance in homes with parties and the exchange of moon cakes of various kinds which are filled with crushed nut meats, coconuts, and sweet bean paste.

¹Taiwan Government. China and the Chinese Festivals. (Taipei: China Publishing Company, 1975) p. 3.

MULTICULTURAL LESSON
Harvest

ADDITIONAL
INFORMATION
(CONT.)

Chinese Americans observe the traditional American Thanksgiving in addition to their cultural celebration.

FILIPINO

The Filipino people celebrate the harvest festival in honor of San Isidro, the patron saint of farmers.²

There are two harvest seasons; one in May and one in November. There are ritualistic ceremonies carried on in several regions of the Philippines; one group makes offerings to the spirits for a good harvest of rice,³ and in another region, rituals are performed for a good corn harvest.⁴

The Thanksgiving celebrated was the same as that of the United States during the period of time when the Philippines was a United States protectorate. Upon becoming an independent nation, Thanksgiving is no longer celebrated in the Philippines.

Some Filipino American families celebrate the American Thanksgiving with a combination of native Filipino dishes and American dishes.

JAPANESE

In all areas of Japan, local festivals are held for many harvests; for rice, for fish, for several varieties of flowers, for whale, and many other products.⁵ "A good harvest is something to rejoice about, and consequently feasts are held to share the good fortune with family and neighbors."⁶ Because these festivals are held at different times of the year there is no national harvest or thanksgiving date designated.

²Mike Hooser. Party in the Philippines. (Hong Kong: Cathay Pacific National Book Store, Inc., 1975) p. 149.

³Philippine Alliance Corporation Industrial Design, Incorporated. Tenguo. (Manila, 1974).

⁴Monica A. Mercado. Pagdiriwang 2 Stories of Pilipino Rites and Rituals. (Manila, 1974) p. 25, 26.

⁵Helen Bauer and Sherwin Carlquist. Japanese Festivals. (Tokyo: Charles E. Tuttle Company, 1965) pp. 94-182.

⁶Mock Joya. Things Japanese. (Tokyo: Tokyo News Services Limited, 1960) p. 570.

MULTICULTURAL LESSON

Harvest

- 3 -

ADDITIONAL INFORMATION (CONT.)

The Japanese Americans observe the traditional American Thanksgiving.

KOREAN

The Koreans celebrate *Chusongnal* (Thanksgiving) by first paying homage and respect to the elders. A family feast is held with a celebration of song and dance.⁷

In the United States, the traditional festivities are practiced during the *Chusongnal* season by some families. Korean Americans also observe the American Thanksgiving.

SAMOAN

In Samoa, as each crop ripens, is harvested, and is shared, a *fiafia* or celebration is held. The best of each crop is presented to the *matai* (chief).⁸ The *matai* is given the best of everything which is grown, made, or produced. He redistributes this to members of his village.

In the United States, Samoans celebrate the American Thanksgiving with members of their extended family. Both American and Samoan foods are served.⁹ Each family shares by bringing one of the dishes.

⁷Hakwon-Sa, Ltd. Korea It's People and Culture. (Seoul: Ick Dal Kim, Publisher, 1974) p. 248.

⁸Statement by Amani Magalei, personal interview, October 7, 1976.

⁹Statement by Peleise Le'au, personal interview, November 4, 1976.

MULTICULTURAL UNIT

INTRODUCTION

KITE

Kites are a popular form of recreation throughout the world. In many Asian cultures, kites have been used in a functional manner. They also have symbolic meanings.

There are many shapes, forms, and designs using various materials such as paper, cloth, leaves and bamboo sticks depending on the resources of the region.

The following kite activities are appropriate for Chinese, Japanese, Korean, and Filipino cultures.

The round kites and diamond-shaped kites are common in Samoan culture.

MULTICULTURAL UNIT

KITE

ACTIVITY

RECTANGULAR KITE

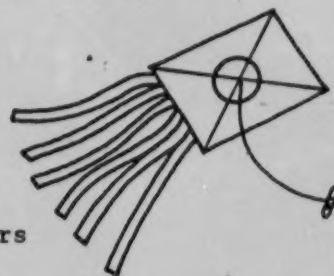
CONCEPTS AND/OR SKILLS

Rectangle	Center	Corner
Sides	Diagonal	Circle
Measurement	Tie	Side by side
Trace	Knot	Width
Cut	Glue	Length

MATERIALS

(For each Kite)

2 6-inch applicators
2 12-inch applicators
2 18-inch applicators
White glue
Kite string, 36-inches long
6 colored crepe paper streamers
Crayon or colored marker
Ice cream stick
Circle pattern, 3-inches in diameter
Drawing Manila paper, 6-inches by 12-inches rectangle



PROCEDURE

1. Trace pattern and cut out the circle in the center of the paper.
2. Glue the 12-inch and 6-inch applicators on to respective sides of the paper.
3. Glue the two 18-inch applicators diagonally, corner to corner, crossing in the middle of the hole.
4. Trim extra lengths of applicators and allow to dry.
5. At the point where the applicators cross, tie one end of the string and knot. Tie the other end to the ice cream stick for handle.
6. Glue the six crepe paper streamers side by side along one of the 6-inch sides (width).

SUGGESTED ACTIVITIES

Three crepe paper streamers may be stapled at the right and left corners of one of the six-inch sides.

Bamboo slats may be substituted for the applicators.

Appropriate cultural designs may be added.

Refer to the materials in the reference section.

MULTICULTURAL UNIT

KITE

ACTIVITY

ROUND KITE

CONCEPTS AND/OR SKILLS

Tissue paper
Plate
String
Crepe paper

Stencil
Fluorescent
Laminate
Print

Sponge
Trace
Tie
Glue

MATERIALS

8 or 9-inch paper plates
Tissue squares, different colors
Black marker
Sponge
Tempera paint
Patterns
String, two 12-inch pieces, one 36-inch piece
Crepe paper, 3 colors, cut into 1 x 18-inch strips
Fluorescent tempera
Ice cream sticks for handles

PROCEDURE

Patterns

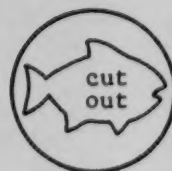
1. Patterns are made ahead.
2. Cut the pattern from the center of a paper plate.



butterfly



flower



fish



sun

Kite

1. Laminate inside of the paper plate with tissue squares, using colors of same family, or sponge print paper plate. Allow paper plate to dry thoroughly.

MULTICULTURAL UNIT-KITE
Round Kite

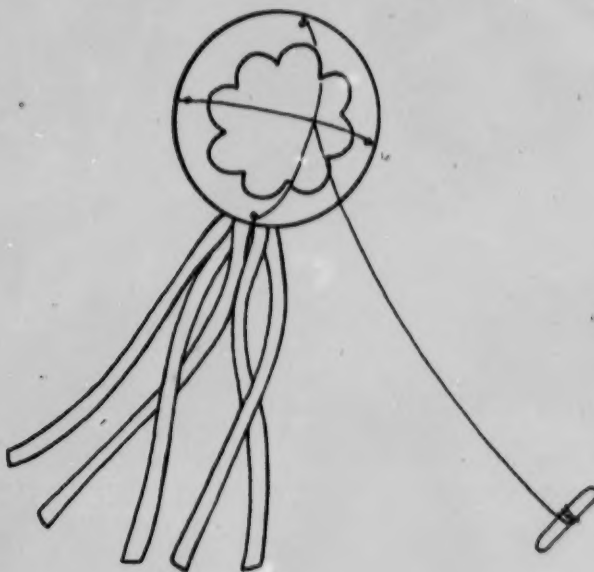
PROCEDURE
(CONT.)

2. Place pattern on top of colored paper plate and sponge print with fluorescent paint.
3. When dried, trace edges of pattern with black marker.
4. Repeat process on the bottom or outside of plate if desired.
5. Add other decorations if needed, i.e., antenna of butterfly; eye of fish; or center of flower.
6. Punch 4 holes in paper plate--top, bottom, and sides.
7. Staple 3 colored crepe paper strips for the tail of the kite at the bottom.
8. Tie one end of a 12-inch string through a hole on the inside of the plate and tie securely in place.
9. Tie the other end of the string to the opposite side of the paper plate and tie securely in place.
10. Repeat steps 8 and 9 with the second 12-inch string in remaining holes.
11. Tie one end of the 36-inch string in the center where the other two strings meet.
12. Tie other end of the string to the ice cream stick and wrap the string around the stick.

SUGGESTED
ACTIVITIES

Strips of cloth may be added instead of crepe paper for the kite tail.

After the lamination process, appropriate cultural designs may be added instead of using the patterns.



MULTICULTURAL UNIT
Kite

ADDITIONAL
INFORMATION

CHINA

Jiyū (kites) were used in China as early as 206 B.C. A sound device was attached to the kite that scared the enemy away and saved the people of the Han Dynasty. Kites have been used by superstitious people to protect their houses from the evil spirits of the night, by the military as a method of signaling their large and spread-out armies, by the rich as an expensive toy, and then by the people as a folk art and recreation. Other uses for the kites in China include:

Fishing Kite - a hook with bait is tied to the end of a long string tied to the tail of the kite and lowered into the water. The kite is pulled in when a fish bites.

Scarecrow Kite- children fly kites with firecrackers attached to the tails in such a way that the firecrackers are activated at intervals to scare the birds away.

Kite Fights - the kites are flown at a low level where they will tend to dart and dodge in fast swoops. The object is to maneuver the kite in order to entangle the string of the opponent's kite and haul it in.

Fertility Kite- the farmer's son is given a "rice kite" to fly over his portion of the rice paddy. Sheaves of unthreshed rice are attached upside down to the sides and tail of the kite. A bountiful crop will be assured if the son can keep the kite aloft until all of the grains have dropped.

JAPAN

It is thought that the *tako* (kite) was introduced to Japan during the Nara period (649 - 794 A.D.) when many Japanese traveled to China to study Buddhism. During this period, the kites were associated with religious activities, such as giving invocations for a plentiful harvest, for thanksgiving offerings, as charms against misfortune, and for helping predict weather.

MULTICULTURAL UNIT
Kite

ADDITIONAL
INFORMATION
(CONT.)

Within the past two or three hundred years, kites have become more secular in function, that is, to provide wholesome pleasure. Among other functions are the use of kites as congratulatory objects. It is the custom in certain areas to fly a kite in honor of a first-born son in connection with Children's Day festivities on May 5. As in other Asian cultures, kite flying is a popular New Year activity; on this day, kites with auspicious designs are flown to give thanks and hope for a good new year.

In certain regions of Japan, kite flying activities are subjects of local festivals where groups of people fly large kites using mechanical winches for manipulating the huge ropes by which kites are flown. These activities often include kite fighting as a form of competition.

The making and flying of kites is an art which has been handed down through the generations.

KOREA

The *youn* (kite) began in the seventh century. During a revolt, a falling star was seen by the soldiers. When this was regarded as a bad omen by the soldiers and signified disaster and defeat to them, the General quickly attached a fireball to a kite and sent it into the sky. The men then believed that the falling star had returned to heaven. Their spirits were uplifted and they overcame the enemy.

In 1380 A.D., in a battle off Cheju Island, the General observed the low morale of his soldiers and sent a fluorescent colored kite into the sky. The soldiers believed it to be a favorable omen and defeated the enemy.

Since these two incidents, the Koreans have found many other uses for the kite. In battles, the kite has been used as warning signals, to relay messages, and to drop soldiers behind the enemy lines. In acts of mercy, the kites have been used to drop food to the hungry.

Kite flying has also become a favorite sport. During the Korean lunar New Year, kites are flown for the first fifteen days of the first moon. Some kites are flown with the message, "Bad luck away, good luck stay," attached. The kite is then flown out to the end of its string and released.

MULTICULTURAL UNIT
Kite

ADDITIONAL
INFORMATION
(CONT.)

In rural areas, people write the names of illnesses and bad luck which the family had during the past year or draw pictures of their misfortunes on the kites. The kites are then flown high into the sky where the string is cut to send away all the evils of the previous year. Finders of these kites do not touch them.

Kite fighting contests are held throughout Korea for children and adults. The kite strings are covered with abrasive materials and the kites are manipulated with such dexterity as to cut the opponent's string. The last remaining kite fighter wins a prize.

PHILIPPINES

The *saranggola* (kite) is popular with both adults and children in the Philippines. Kite flying is a favorite sport, and they are flown for fun. In some parts of the country it is a social pastime. Kites in the Philippines do not have any functional purpose. Neither are they flown to celebrate any significant events.

The Filipinos try to outdo themselves in the design, shape, size, and choice of colors of the *saranggola*. They take much pride in their originality. They are usually flown in November until early December.

Filipinos also fly kites at night. These night kites are lighted with lanterns or candles. This is quite a spectacle.

Filipinos derive a great deal of pleasure from the making and flying of kites.

SAMOA

The *maua* (kite) is made of any available lightweight paper. It is often made out of newspaper, bamboo sticks, and string. The shapes are usually diamond shaped, round, or square. The tails of the kites are made of any cotton fabric.

Flying the *maua* is a favorite pastime of Samoan children during the windy season which is between the months of January and March.

Traditionally, kites were made of leaves and used for fishing.

MULTICULTURAL UNIT
Kite

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MULTICULTURAL UNIT

KITE

ACTIVITY

REED-FRAMED KITE

CONCEPTS AND/OR SKILLS

Half
Loop
Match
Tie

Soak
Cut
Hold

Tie
Center
Form

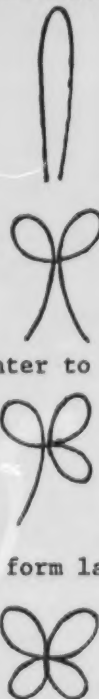
MATERIALS

Reed
Masking tape or string
Tissue
Glue
Scissors
Pipe cleaners
String, one 4-inch piece, one 16-inch piece
Ice cream sticks for handles

PROCEDURE

This butterfly lesson is an example of a reed-framed kite.

1. Soak reed overnight.
2. Cut reed to approximately 36-inches.
3. Hold the ends of the reed together.
4. Bring top of loop down to form 2 wings.
5. Tape or tie down.
6. Bring one of the reed ends up to the center to form 3rd wing.
7. Tape or tie to center of butterfly.
8. Bring other end of reed up to center to form last wing.
9. Let dry overnight.
10. Place glue on one side of reed.
11. Place tissue on top and hold until glued.
12. Turn over and repeat step 11.



MULTICULTURAL UNIT-KITE
REED-FRAMED KITE

PROCEDURE
(CONT.)

13. Trim extra tissue as close to reed as possible.
14. Fold pipe cleaner in half.
15. Bend ends of pipe cleaner to fold antenna.
16. Glue to middle of butterfly for body.
17. Tie the 4-inch string to the top of the pipe cleaner body.
18. Tie the 16-inch string to the bottom of the body.
19. Tie the 4-inch string to the 16-inch string.
20. Tie the other end of the string to the ice cream stick.
21. Wrap the string around the stick.



SUGGESTED
ACTIVITIES

Design on wings can be tissue collage, sponge-printing, or string-painting.

Develop a lesson on the metamorphosis of the butterfly.

Create other shapes with reed, such as animals and insects.

MULTICULTURAL UNIT

INTRODUCTION

LANTERN

Lanterns are popularly used in Asian cultures as functional, ornamental, and symbolic objects. They are made of various kinds of materials including bamboo, paper, silk, and stone. The symbolic nature of the lantern is thought to be based on the Buddhist concept that the land of the dead is a dark place which must be lit by lanterns. Lanterns are an integral part of Buddhist temples and shrines.

Lanterns are made in various shapes, colors, and designs. Gayly colored lanterns can be seen almost everywhere, especially during festivals.

The following lantern activities are appropriate for a Chinese, Filipino, Japanese, or Korean cultural lesson.

MULTICULTURAL UNIT

LANTERN

ACTIVITY PAPER FOLD LANTERN

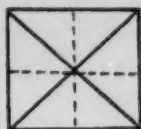
CONCEPTS AND/OR SKILLS Square Fold Center Triangle Over

MATERIALS Six sheets of paper, cut into $8\frac{1}{2}$ -inch squares
Six sheets of paper, cut into $2\frac{1}{2} \times 8\frac{1}{2}$ -inch rectangles
Roving, cut into 20-inch lengths
Stapler

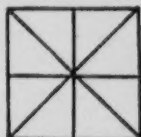
PROCEDURE 1. Establish the center of the paper square by making 2 folds.



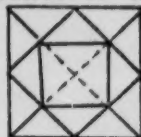
2. Fold 4 corners to the middle.



3. Turn paper over and fold 4 corners to the middle.



4. Fold center points to the outside edge.



5. Turn paper over and fold center points to the outside.



6. Repeat to make six paper fold squares.

7. Make a knot in the roving about 8 inches from one end.

MULTICULTURAL UNIT-LANTERN
Paper Fold Lantern

PROCEDURE
(CONT.)

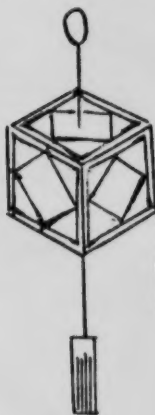
8. Make a hole in the center of one paper fold square and pass the roving through the paper. Make a loop at the top.



9. Staple four paper folds together to make the sides of the cube. (Staple together the triangular tabs which are of double thickness.)
10. Make a hole in the center of the sixth paper folded square and pass the remaining end of the roving through the hole.
11. Staple the top and bottom squares to the sides of the lantern, using the double thickness triangular tabs.
12. Make a tassel from the $2\frac{1}{2}$ x $8\frac{1}{2}$ -inch strips of paper by cutting the paper to make a fringe.



13. Staple the tassel to the end of the roving.



SUGGESTED
ACTIVITIES

Use wallpaper samples, pictures of flowers from magazines, etc., to make lanterns.

Students may draw pictures of flowers, etc., in the center before folding the paper.

MULTICULTURAL UNIT

ACTIVITY

TISSUE LAMINATED LANTERN

CONCEPTS AND/OR SKILLS

Shape	Wrap	Inflate	Starch
Color	Tie	Coat	Handle
Transparent	Overlap	Thread	Laminated

MATERIALS

Balloon
String
Liquid starch
White tissue paper, cut into manageable pieces
Pipe cleaner
Water color paints and brush
Scissors

PROCEDURE

1. Inflate the balloon and tie a tight knot to keep it inflated.
2. Coat the balloon with liquid starch.
3. Apply one or two layers of tissue, overlapping the edges.
4. Wrap the string horizontally around the balloon, beginning two inches from the top.
5. Continue wrapping and stop two inches from the bottom.
6. Coat the string-covered balloon with liquid starch.
7. Laminate the string-covered balloon with white tissue paper again, overlapping the edges.
8. Coat again with liquid starch.
9. Hang to dry completely. Remove the balloon by popping it with a pin.
10. Trim opening with scissors.
11. Insert one end of a pipe cleaner into either side of the top opening and bend, making a handle.
12. Decorate the lantern with illustrations of blossoms, fish, bamboo, pine, etc., using pastel shades of water colors.



MULTICULTURAL UNIT
Lantern

SUGGESTED
ACTIVITIES

Punch holes on either side at the top opening. Use string to make the handle.

Use colored tissue paper squares to decorate the lantern.

Use tissue "popcorns" to make three dimensional flowers, leaves.

The lantern may be attached to a short length of doweling to make a handle.

Have a lantern parade.

Compare different kinds of lanterns.

ADDITIONAL
INFORMATION

CHINA

The Chinese use paper lanterns for decorations in celebrations such as the Lantern and Moon Festivals.

Chinese lanterns are made in various forms and shapes. Lanterns are often painted with black, red and yellow with red dominating as this is a symbol of joy and festivity. Some lanterns are cubical, circular, animal-shaped; some are made to revolve; some are made with small holes to illuminate a Chinese character such as happiness, longevity, or gladness; and some are made in human shapes. The most expensive lanterns are covered with white gauze or silk. They are elaborately decorated with historical scenes, characters, or objects. Refer to Paper Lantern, Chinese Cultural Lesson, KEYS Project, 1974.

JAPAN

Paper or silk lanterns are called *choochin*, which is literally translated portable lantern. They are often made of bamboo ribs covered with oiled paper or of silk cloth. They are designed to fold up when they are not in use. Lanterns are made in various shapes and designs, depending on the locale. Plain, unpainted white lanterns are associated with death, as funeral processions are preceded by such lanterns; therefore, they are not appropriate for other uses. Lanterns made of stone are called *ishi dooro*; they are found in gardens, temples and shrines.

MULTICULTURAL UNIT
Lantern

ADDITIONAL
INFORMATION
(CONT.)

KOREA

The *cho rong* (lantern) was used long ago for lighting. In more recent times, they are used for decorating yards and homes during celebrations. Persons of high rank have elaborately decorated lanterns. The lanterns are made of silk, oiled paper, plastic, glass, bamboo, etc., in many shapes and are brightly colored. Lantern festivals are held commemorating Buddha's birthday.

PHILIPPINES

The *paról* (lantern) is an important feature of Christmas activities. Most Filipino families have a *paról* during the Christmas season. In some towns, lantern parades are held. Gigantic lanterns made of paper and bamboo are mounted on trucks and are electrically lit, using generators. Lantern making contests are also held, with prizes given for the winning lanterns. Refer to *Paról (Lantern)*, Filipino Cultural Lesson, KEYS Project, 1974 and Teacher's Resource Guide, *A Special Christmas*, KEYS Project, 1976.

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MULTICULTURAL LESSON

ACTIVITY	LEI
BROAD CONCEPT	Respect the cultural heritage of people without making any value judgment.
PROCEDURE	(This procedure is used as an extension of a lesson wherever appropriate.) 1. Discuss the different types of leis. 2. Explore the different ways of using a lei. 3. Discover the reasons why a lei is used in different cultures. 4. Discuss the feelings experienced while exploring or trying different ways of using the lei. 5. Assist the children to reach the conclusion that one way of doing something is no better nor less than another.
SUGGESTED ACTIVITIES	Refer to appropriate KEYS Project materials.
ADDITIONAL INFORMATION	The flower lei is used in many areas of the Pacific. When a visitor arrives in Hawaii, the first thing he gets is a lei. It has become synonymous with Hawaii. It is given with a kiss and means love.¹

The first day of May is Lei Day in Hawaii at which time a lei contest is held. Leis come in many forms. They are made of many types of shells, nuts, papers, beads, feathers, leaves, vines, and flowers.²

Leis are used for weddings, celebrations, graduations, for arrivals and departures, for births and deaths.

PHILIPPINES

Leis are made with the *sampaguita*; a small fragrant, pure white, and glossy multi-petaled blossom, the national flower of the Philippines, and the *ilang ilang*, a greenish yellow flower with five long and pointed petals. Often, the *kampupot*, a rose-like, white and very fragrant flower is used.³

Another popular lei flower is the *mileguas*. This flower has five double petals and is yellowish green in color.⁴

¹Fitzsimmons, Lorraine. Hawaii for Today's Children. (Honolulu: Education Department, University of Hawaii, 1966) p. 24.

²Ibid. p. 25.

³Fabros, Arsenia Santiago. Know Your Philippine Flowers. (San Juan, Rizal: R. S. Bartolome and Sons, 1964) p. 24.

⁴Ibid. p. 70

MULTICULTURAL LESSON

Lei

ADDITIONAL
INFORMATION
(CONT.)

SAMOA

The Samoans make leis from the *aute* (Hibiscus), the national flower of Samoa. They also use the *pua* (plumeria) of white, yellow, and pink colors. Garlands and leis are made from the *tifa* (large seed pods) and *pu'a* (tiny seed pods). They also use leaves, shells, vines, paper, and feathers. However, the pods of the large pineapple shaped blossom called *paon* are worn solely by chiefs. Leis are worn during ⁵*fiafia*, celebrations, graduations, weddings, and birthdays.

The Samoan lei is called ula.

⁵Statement by Peleise Le'au, personal interview, January 25, 1977.

MULTICULTURAL LESSON

ACTIVITY

NEW YEAR

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgment.

PROCEDURE

(This procedure is used as an extension of a lesson whenever appropriate.)

1. Discuss the way New Year is celebrated by the students.
2. Discuss different ways the New Year is celebrated in other cultures.
3. Explore and provide learning experiences in the different ways New Year is celebrated in other cultures.
4. Discuss the feelings experienced while exploring or trying different ways of celebrating the New Year.
5. Assist the children to reach the conclusion that one way of doing something is no better nor less than another.

SUGGESTED ACTIVITY

Refer to appropriate K.E.Y.S. Project materials.

ADDITIONAL INFORMATION

The celebration of the New Year season is the most important event of the year for many Asian cultures. There are many commonalities among the customs. The Chinese, Japanese, and Korean cultures share the concept of the New Year as a symbol of a new beginning. Other shared concepts are having a clean house, gift-giving, and the preparation of symbolic foods, all of which are meant to ward off bad luck and to invite good fortune during the coming New Year.

	CHINESE AMERICAN	FILIPINO AMERICAN	JAPANESE AMERICAN	KOREAN AMERICAN	SAMOAN AMERICAN
New Year, Jan. 1 (Gregorian)	X	X	X	X	X
New Year (Lunar)	X			X	
New Year Season	X		X	X	
New Beginning	X	X	X	X	
Gift-Giving	X		X	X	
Rice-Cakes			X	X	
Symbolic Foods	X		X	X	
Dragon	X		X	X	

MULTICULTURAL LESSON

ACTIVITY	RICE
BROAD CONCEPT	Respect the cultural heritage of people without making any value judgment.
PROCEDURE	(This procedure is used as an extension of a lesson whenever appropriate.) 1. Discuss the different rice dishes the students have eaten. 2. Explore and provide learning experiences in the different ways rice dishes are prepared in different cultures. 3. Discuss the different ways rice dishes are eaten and prepared in other cultures. 4. Discuss the feelings experienced while trying different ways of eating rice. 5. Assist children to reach the conclusion that one way of doing something is no better nor less than another.
SUGGESTED ACTIVITY	Refer to appropriate K.E.Y.S. Project materials.
ADDITIONAL INFORMATION	Just as wheat may be considered a basic staple in many cultures, many Asian cultures have various kinds of rice as their staple food. The Japanese, Koreans, Filipinos, and Samoans use the short grain rice predominantly, while the Chinese prefer the long grain rice. The glutinous rice commonly called sweet rice is used for special rice dishes by the Chinese, Filipinos, Japanese, and Koreans. Many kinds of rice are milled into rice flour from which <i>mai fun</i> (rice stick noodles), <i>arare</i> (rice crackers), various kinds of rice cakes, and other dishes are made.

MULTICULTURAL LESSON

ACTIVITY	SCISSORS/ROCK/PAPER		
CONCEPTS AND/OR SKILLS	Fist Forefinger Middle Finger	Clench Shake Chant	Scoring Guess Extend
MATERIALS	None		
AREA	Anywhere		
PLAYERS	Two or more		
RULES	Hand Forms 1. Scissors - the forefinger and middle finger are extended; the other fingers and thumb are closed 2. Rock - the fist is clenched 3. Paper - extend an open hand Scoring Method 1. Scissors wins over paper because it can cut the paper. 2. Rock wins over scissors because it can crush the scissors. 3. Paper wins over rock because it can wrap around the rock. Playing the Game 1. Each player begins with a closed fist. 2. Each player shakes his fist three times in unison as they chant the words according to the culture. 3. As the last word is spoken, each fist is formed as either a scissors, rock, or paper. 4. The winner is determined according to the scoring method above.		
SUGGESTED ACTIVITIES	Have children play this game as a tool for decision-making. Have children compare this game to other games such as "eenie, meenie, meinie, moe," drawing straws, or flipping a coin. Have children discover other hand games or games that do not necessitate equipment, e.g., "one potato, two potato." Have children create own chants, e.g., 1, 2, 3 in other languages.		

MULTICULTURAL LESSON
Scissors/Rock/Paper

ADDITIONAL
INFORMATION

CHINA

The Chinese chant for the finger game varies according to the locale. Scissors/rock/paper may be chanted as: *ching, chum, bau* or *jian-dau, shi-tou, bu*.

JAPAN

The Japanese chant for this finger game is *jan ken po*. The game is believed to be of Chinese origin and became popular with the Japanese.

KOREA

The Koreans chant scissors/rock/cloth as: *kawi-ttol-po*. As they chant *kawi*, the hand is formed as scissors; as they chant *ttol*, the hand is formed as a rock; and as they chant *po*, the hand is formed as cloth (paper). The chanting and hand forming is continued simultaneously until a player chants incorrectly or makes a wrong hand form. He is then eliminated and the game continues. The last player is the winner.

PHILIPPINES

The Filipino version of this finger game adds another hand form called rain. Rain is shown by dropping the hands from the wrist with fingers separated. Rain wins over paper because it can wet the paper. Rain does not win over stone or scissors. The Filipino chant is *jack en poy, ho le ho le hoy*.

SAMOA

The chant for scissors/rock/paper is *seleulu, ma'a, pepa*.

REFERENCES

- De Francis, John. Beginning Chinese. Yale University, 1963.
- Fujiya Hotel, Ltd. We Japanese. Yokohama, Japan. Yamagata Press, 1950.

MULTICULTURAL LESSON

ACTIVITY

SHUTTLECOCK GAMES

BROAD CONCEPT

Respect the cultural heritage of people without making any value judgment.

PROCEDURE

(This procedure is used as an extension of a lesson whenever appropriate.)

1. Explore the different types of shuttlecocks.
2. Play shuttlecock games.
3. Compare the shuttlecock games to similar or different games played in the United States.
4. Discuss the feelings experienced while playing different shuttlecock games.
5. Assist the children to reach the conclusion that one way of doing something is no better nor less than another.

SUGGESTED ACTIVITIES

Refer to appropriate K.E.Y.S. Project materials.

PHONOLOGY UNITS

INTRODUCTION

The Phonology Units are designed to help Asian American students improve their oral/aural discrimination skills in English. Each of these 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups.

The selection of these lesson units are based upon the contrastive analysis between English and the various Asian languages researched by the Asian Project, Los Angeles Unified School District, during 1971 to 1974. These units provide practice in making discriminations between sound contrasts, the use of correct intonation and stress, and the proper blending of words within phrases and sentences.

Each unit follows a step-by-step procedure which includes follow-up activity and an evaluation. Optional reinforcement or extension activities are provided in each unit to give students further practice in both aural and oral discrimination. The background information section at the end of each unit provides the teacher with information about the specific sound problems of each of the Asian language groups.

The last unit deals basically with intonation, stress, and proper blending of words. Various suggested activities to present difficult stress and intonation patterns in English for Asian students are provided in this unit. These activities also serve as a review of the sound contrasts and vocabulary presented in the preceding units.

CONSONANT CHART

The chart below compares the English consonant sounds with those of the Asian and Spanish languages. The blanks indicate non-existent sounds. There are many sounds in the languages other than English which are not included on this chart.

Post- tion		Sounds	ch - chair j - just										th - thin th - they		sh - shoe s - measure		ng - sing									
			p	b	t	d	k	g	tʃ	dʒ	f	v	θ	ð	s	z	ʃ	ʒ	h	l	r	m	n	ŋ	w	y
I N I T I A L	Languages																									
	English	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Cantonese	●		●		●			●					●				●	●		●	●	●	●	●	●
	Mandarin	●		●		●			●					●				●	●	●	●	●	●	●	●	●
	Korean	●		●		●		●						●				●			●	●		●	●	●
	Japanese	●	●	●	●	●	●	●	●					●	●	●		●			●	●		●	●	●
	Pilipino	●	●	●	●	●	●							●				●	●		●	●	●	●	●	●
	Samoan	●		●		●								●				●			●	●	●			
M E D I A L	Spanish	●	●	●	●	●	●							●				●	●		●	●		●	●	●
	English	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Cantonese																									
	Mandarin																									
	Korean	●		●		●								●				●	●		●	●	●	●	●	●
	Japanese	●	●	●	●	●	●	●	●						●	●		●			●	●	●	●	●	●
	Pilipino	●	●	●	●	●	●							●				●	●		●	●	●	●	●	●
	Samoan	●		●		●								●				●			●	●	●			
F I N A L	Spanish	●	●	●	●	●	●		●					●				●	●		●	●		●	●	●
	English	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Cantonese	●		●		●															●	●	●	●	●	●
	Mandarin																					●	●	●	●	●
	Korean	●		●		●													●		●	●	●			
	Japanese																						●			
	Pilipino	●	●	●	●	●	●							●				●	●		●	●	●	●	●	●
	Samoan																									
	Spanish		●		●	●								●				●			●				●	●

Adapted with permission from Bridging the Asian Language and Cultural Gap, Handbook for Teachers, Vol. VII, Division of Career and Continuing Education, Los Angeles Unified School District

1975, K.E.Y.S. Project
Los Angeles City Schools

VOWEL CHART

The chart below compares the English vowel sounds with those of the Asian and Spanish languages. The blanks indicate non-existent sounds. There are many sounds in the languages other than English which are not included on this chart.

Position	Sounds	e-see	ee-feel	i-pin	i-pill	a-cake	a-sale	e-men	e-there	a-man	a-shall	u-but	oo-moon	oo-book	o-boat	ou-ought	oy-toy	a-caught	i-kite	o-town
	Languages	iy	ia	I	ia	ey	ea	ε	εa	æ	æa	ə	uw	u	ow	ɔ	ɔy	ə	ay	aw
INITIAL	English	●		●		●		●		●		●	●		●	●	●	●	●	●
	Cantonese	●				●		●				●	●		●	●	●	●		
	Mandarin	●				●		●				●	●		●			●	●	
	Korean							●		●		●						●		
	Japanese							●										●		
	Pilipino			●				●						●				●	●	●
	Samoa	●						●				●				●		●		
	Spanish							●										●	●	
MEDIAL	English	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	Cantonese	●										●				●		●		
	Mandarin	●										●						●		
	Korean							●		●		●						●		
	Japanese							●										●		
	Pilipino			●		●		●						●				●	●	●
	Samoa	●						●				●				●		●		
	Spanish	●				●		●								●	●	●	●	
FINAL	English	●				●						●	●		●	●	●	●	●	●
	Cantonese	●				●		●				●			●	●	●	●	●	●
	Mandarin	●				●		●				●	●		●	●	●	●	●	●
	Korean							●		●		●						●		
	Japanese							●										●		
	Pilipino			●				●						●				●	●	●
	Samoa	●						●				●				●		●		
	Spanish					●		●				●		●			●	●	●	

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PROBLEM PHONEMES

C = Cantonese M = Mandarin CH = Chinese (both Mandarin and Cantonese)
 J = Japanese K = Korean P = Pilipino S = Samoan

<u>Unit</u>		<u>Unit</u>	
1 / f / fan	(J, K, P)	16 / fr- / frog	(All)
2 / tʃ / chin	(CH, K, P, S)	17 / tr- / tree	(All)
3 / θ / thimble	(CH, J, K, P, S)	18 / dr- / drum	(All)
4 / ʃ / shoes	(CH, K, P, S)	19 / br- / bread	(All)
5 / r / ring	(C, J, K)	20 / kr- / crown	(All)
6 / I / fish	(CH, K, P, S)	21 / gr- / grape	(All)
7 / x / pan	(CH, J, P, S)	22 / thr- / three	(All)
8 / ɔ / on	(J, P, S)	23 / sp- / spoon	(All)
9 / v / book	(CH, J, K, P, S)	24 / st- / stove	(All)
10 / ʃ / ball	(J, K, P, S)	25 / sk- / skates	(All)
11 / dʒ / juice	(CH, K, P, S)	26 / sl- / slide	(All)
12 / v / violin	(CH, J, K, P)	27 / str- / stripe	(All)
13 / ʒ / they	(CH, J, K, P, S)	28 / spl- / banana split	(All)
14 / z / zebra	(CH, K, P, S)	29 / skr- / screw	(All)
15 / ʒ / measure	(CH, K, P, S)	30 Stress and Intonation	

The languages identified in the parenthesis for each sound indicate that particular sound is non-existent in that language.

PHONOLOGY UNIT 1

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / f / AS IN FAN

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / f / in initial position. Learn correct sentence intonation.

MATERIALS

Peabody Articulation Cards

fan	fox	feather	fire engine
fish	five	football	
fork	four	fifteen	

Tape recorder with earphone

Cassette tape: Auditory Discrimination for the Consonant / f / Sound (Tapes A and B)

Worksheet: Auditory Discrimination for the Consonant / f / Sound Paper

Crayons or marking pens

PROCEDURE

Instructor

Student(s)

- Holds up picture(s) and asks, "What's this?"
Answers, "It's a _____,"
a _____, a _____."
fan four fifteen
fish five feather
fork fox football
fire engine
- Holds up picture(s) and says, "It's a _____."

All repeat, "It's a _____."
- Holds up picture(s) and asks, "What's this?"

All answer, "It's a _____."
- Holds up picture(s) and asks, "What's this?"

All repeat, "What's this?" while pointing to picture.
- Gives picture to one student.

All point to the picture and ask, "What's this?"
- Asks for volunteer(s).

One student holds picture and asks, "What's this?"

All others answer, "It's a _____."
- Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's a _____."

PHONOLOGY UNIT I
ENGLISH CONSONANT / f / AS IN FAN

FOLLOW UP Students draw and color their own illustrations of the pictures from Peabody Articulation Cards.

EVALUATION

1. Instructor

Student

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

1. The / f / sound is not present in Japanese, Korean, or Tagalog. Speakers of these languages tend to substitute a / p / or a / b / for this sound.
2. A "fan" to most Asians commonly refers to a hand fan, generally used by Asian women. Using the word "fan" to refer to an electric fan may be new to Asians.
3. Our form of football is not well known to most Asians. The type of football game known to them is more like a game of soccer, in which players use a round ball. The shape of our football may be strange to some Asians.

PHONOLOGY UNIT I
ENGLISH CONSONANT / f / AS IN FAN

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

MATERIALS: Peabody Articulation Cards used in the lesson
for the /f/ sound

1. Individual activity:

Instructor

Student

- a. Shuffles all the cards
and turns the stack of
cards face down.

Draws five cards, one card
at a time, and pronounces
vocabulary, "A_____."

Keeps card if pronounced
correctly. If not, puts
card back under the stack
of cards.

- b. Repeats Step 1 until
student pronounces
all the vocabulary
cards correctly.

Repeats Step 1 until all
the vocabulary cards are
pronounced correctly.

2. Paired activity

Instructor

Student(s)

- a. Shuffles all the cards
and turns the stack of
cards face down.

Student A draws a picture
from the top of the stack
of cards holds it up, and
asks, "What's this?"

Student B answers, "A_____."

Student B draws the next
card from the stack and
asks, "What's this?"

- b. Has students ask ques-
tions alternately until
all the vocabulary words
in the stack are pro-
nounced correctly.

Repeats Step 1 until all
the vocabulary words are
pronounced correctly.

(NOTE: The student who has more cards at
the end of the activity wins the game.)

PHONOLOGY UNIT I
ENGLISH CONSONANT / f / AS IN FAN

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Listening Discrimination

MATERIALS: Tape recorder with earphone
Cassette tape: Auditory Discrimination for
the Consonant / f / Sound (Tapes
A and B)
Worksheets: Auditory Discrimination for the
Consonant / f / Sound
Pencils

Instructor

Student

Sets up tape recorder.

Watches.

Explains activity.

Listens.

Gives student earphone
and worksheet.

Puts on earphone and writes
name on worksheet.

Plays Tape A.

Circles the picture vocabulary
heard on the tape.

Turns off tape recorder
and gives student the key
to the answers for Tape A.

Corrects own answers, using
the key.

Sets tape recorder and
replays Tape A.

Listens and circles the
pictures of the vocabulary
missed.

Optional:

Gives student another work-
sheet and repeats Steps 4 to
6, using Tape B.

Repeats Steps 4 to 6, using
Tape B.

PHONOLOGY UNIT I
ENGLISH CONSONANT / f / AS IN FAN

Cassette Tape: Auditory Discrimination for Consonant / f / Sound (Tapes A and B)
Script

Instructions: Look at your worksheet and listen carefully to the words I'm going
to say. Draw a circle around the picture of the vocabulary word
you hear.

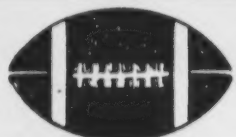
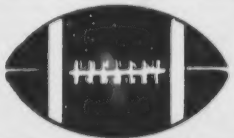
Tape A

- | | |
|------------------|-----------------------|
| No. 1. A fan | No. 6. A football |
| No. 2. A feather | No. 7. A fifteen |
| No. 3. A five | No. 8. A fork |
| No. 4. A fish | No. 9. A four |
| No. 5. A fox | No. 10. A fire engine |

Tape B

- | | |
|-------------------|----------------------|
| No. 1. A fish | No. 6. A fox |
| No. 2. A football | No. 7. A feather |
| No. 3. A four | No. 8. A fire engine |
| No. 4. A fork | No. 9. A five |
| No. 5. A fan | No. 10. A fifteen |

NAME

1.			
2.			
3.	4	5	15
4.			
5.			
6.			
7.	15		
8.			
9.	4	5	
10.			15

PHONOLOGY UNIT 2

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / tʃ / AS IN CHIN

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / tʃ /.
Develop body image.
Learn correct sentence intonation.
Give and follow simple commands like:

Touch your	{	chin right cheek left cheek chest	Catch Pitch	{	the ball
------------	---	--	----------------	---	----------

MATERIALS

Peabody Articulation Cards
 chair church
 chain witch
 cheek watch
 chick teacher
 Ball
 Paper
 Crayon or marking paper

PROCEDURE

I. Instructor

Student(s)

- | | |
|--|--|
| <p>1. Holds up picture(s) and asks, "What's this?"
 Answers, "It's a _____,
 a _____, a _____."
 chair church
 chain witch
 cheek watch
 chick teacher</p> | <p>All listen.</p> |
| <p>2. Holds up picture(s) and says, "It's a _____."</p> | <p>All repeat, "It's a _____."</p> |
| <p>3. Holds up picture(s) and asks, "What's this?"</p> | <p>All answer, "It's a _____."</p> |
| <p>4. Holds up picture(s) and asks, "What's this?"</p> | <p>All repeat, "What's this?" while pointing to picture.</p> |
| <p>5. Gives picture to one student.</p> | <p>All point to the picture and ask, "What's this?"</p> |
| <p>6. Asks for volunteer(s).</p> | <p>One student holds picture and asks, "What's this?"

 All others answer, "It's a _____."</p> |

PHONOLOGY UNIT 2
ENGLISH CONSONANT / tʃ / AS IN CHIN

7. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's a _____."

II. Instructor

Student(s)

1. Gives aide the command(s) while aide performs.

All watch and listen.

Touch your { chin
right cheek
left cheek
chest

2. Touches own body part(s) and says, "Touch your _____."

Touch own body part(s) referred to.

3. Gives command(s) and says, "Touch your _____."

Follow the command(s).

4. Gives command(s) and says, "Touch your _____."

Repeat command(s) and say, "Touch your _____."

5. Asks for volunteer(s) and gives cue by touching own body part(s).

One student gives command(s) using body part(s) cued, "Touch your _____."

6. Asks for volunteer(s) and gives cue by touching own body part(s)

One student gives command(s) using body part(s) cued, "Touch your _____."

EVALUATION

1. Instructor

Student(s)

Gives command(s).

Follows the command(s).

2. Paired students

Student

Student

Gives command(s),
"Touch your _____."

Follows the command(s).

PHONOLOGY UNIT 2
ENGLISH CONSONANT /tʃ/ AS IN CHIN

BACKGROUND
INFORMATION

The English /tʃ/ sound is generally difficult for Chinese and Korean speakers because this sound does not appear in either of these languages. A usual substitution for this sound is an aspirated /tsʰ/ sound. Although /tʃ/ occurs in some loan words in Tagalog, speakers of this language also tend to use a /ts/ for this sound. The final /tʃ/ sound does not appear in any of the Asian languages. More drills on the pronunciation of this sound in final position is also necessary.

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Follow the Leader" Game

- | <u>Instructor</u> | <u>Student(s)</u> |
|---|---|
| <p>1. Gives/Throws the ball to the aide, gives command(s) and says, "Simon says, ____."</p> <p style="margin-left: 40px;">Touch
Catch
Pitch } the ball.</p> <p>Aide follows the command(s).</p> | <p>All watch and listen.</p> |
| <p>2. Gives/Throws the ball to a student, gives the command and says, "Simon says, ____."</p> | <p>One student follows the command.</p> |
| <p>3. Gives command(s) and says, "Simon says, ____."</p> | <p>Repeat, "Simon says, ____."</p> |
| <p>4. Asks for a volunteer.
(Student A)</p> | |
| <p><u>Student A</u></p> <p>Gives/Throws the ball to a student (Student B) and says, "Simon says, ____."</p> | <p><u>Student B</u></p> <p>Follows the command.</p> |
| <p>5. Repeats Step 4 until all the students have given the commands.</p> | |

PHONOLOGY UNIT 3

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT /θ/ AS IN THIMBLE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant /θ/.
Learn correct sentence intonation.

MATERIALS

Peabody Articulation Cards

thimble	mouth
thumb	bathtub
thermometer	toothbrush
thread	toothpick
three	toothpaste

Paper

Crayons or marking pens

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?"

All listen.

Answers, "It's a _____,
a _____, a _____."

thimble	mouth
thumb	bathtub
thermometer	toothbrush
thread	toothpick
three	toothpaste

2. Holds up picture(s) and says, "It's a _____."

All repeat, "It's a _____."

3. Holds up picture(s) and asks, "What's this?"

All answer, "It's a _____."

4. Holds up picture(s) and asks, "What's this?"

All repeat, "What's this?" while pointing to picture.

5. Gives picture to one student.

All point to the picture and ask, "What's this?"

6. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

All others answer, "It's a _____."

7. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's a _____."

PHONOLOGY UNIT 3
ENGLISH CONSONANT /θ/ AS IN THIMBLE

FOLLOW UP

Students draw and color their own illustrations of the pictures from Peabody Articulation Cards.

EVALUATION

1. Instructor

Student

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

The English /θ/ sound is difficult for all Asians. The /s/ and /t/ sounds are usually substituted for this sound. Thus, it's a common error for Asians to say, "I'm sinking" for "I'm thinking" or "tank you" for "thank you."

PHONOLOGY UNIT 3
ENGLISH CONSONANT /θ/ AS IN THIMBLE

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Exercise

Instructor

Student(s)

1. Gives aide a set of three picture cards and says, "Give me the _____."
 thimble bathtub
 thumb toothbrush
 thread toothpaste
 toothpick thermometer

Watch and listen.

2. Gives command(s) and says, "Give me the _____."

Repeat, "Give me the _____."

3. Asks for pairs of volunteers (Students A and B) and gives each student a set of three cards.

Student A

Student B

Gives command(s) and says, "Give me the _____."

Gives Student A the correct picture card.

4. Repeats Step 3 until all the students have pronounced the vocabulary correctly.

PHONOLOGY UNIT 4

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT /ʃ/ AS IN SHOES

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant /ʃ/.
Learn correct use of the -ing forms of the verb.
Learn correct sentence intonation.
Develop gross motor skills.

MATERIALS

Peabody Articulation Cards

shoes	fish	fishing
ship	brush	washing
shirt	flashlight	washing the car
shovel	dishwasher	shining shoes
shadow		sharpening the pencil

Paper

Crayons or marking pens

PROCEDURE

1. Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?"
Answers, "It's a _____,
a _____, a _____."

shoes	fish
ship	brush
shirt	flashlight
shovel	dishwasher
shadow	

All listen.

2. Holds up picture(s) and says, "It's a _____."

All repeat, "It's a _____."

3. Holds up picture(s) and asks, "What's this?"

All answer, "It's a _____."

4. Holds up picture(s) and asks, "What's this?"

All repeat, "What's this?" while pointing to picture.

5. Gives picture to one student.

All point to the picture and ask, "What's this?"

6. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

All others answer, "It's a _____."

PHONOLOGY UNIT 4
ENGLISH CONSONANT / ʃ / AS IN SHOES

PROCEDURE
(CONT.)

7. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's a _____."

Student(s)

II. Instructor

All watch and listen.

1. Acts out vocabulary and identifies, "I'm _____, I'm _____, I'm _____."
fishing
washing
washing the car
shining shoes
sharpening the pencil

2. Holds up picture(s) and asks, "What's he doing?"
Answers, "He's _____, he's _____, he's _____."

All listen.

3. Holds up picture(s) and says, "He's _____."

All repeat, "He's _____."

4. Holds up picture(s) and says, "What's he doing?"

All answer, "He's _____."

5. Holds up picture(s) and asks, "What's he doing?"

All repeat, "What's he doing?"

6. Gives picture(s) to one student.

All point to the picture and ask, "What's he doing?"

7. Asks for volunteer(s).

One student holds picture and asks, "What's he doing?"

All others answer, "He's _____."

8. Asks for volunteer(s).

One student holds picture and asks, "What's he doing?"

One student answers, "He's _____."

PHONOLOGY UNIT 4
ENGLISH CONSONANT / ʃ / AS IN SHOES

EVALUATION

- | | |
|--|------------------------|
| 1. <u>Instructor</u> | <u>Student(s)</u> |
| Acts out vocabulary. | Pronounces vocabulary. |
| 2. <u>Paired students</u> | <u>Student</u> |
| Holds up picture(s)
and asks, "What's
he doing?" | Answers, "He's _____." |

BACKGROUND
INFORMATION

The /ʃ/ sound in English does not occur in any of the Asian languages except in Japanese where this sound appears in initial and medial positions. Most Asians substitute an /s/ for this sound in English. Because this sound does not occur in final position in any of the Asian languages, including Japanese, more practice on words containing this sound in the final position is needed by Asian learners.

PHONOLOGY UNIT 4
ENGLISH CONSONANT /s/ AS IN SHOES

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

a. Individual activity

Instructor

1. Shuffles all the noun and action cards and turns the stack of cards face down.

Student

Draws five cards, one card at a time, and pronounces vocabulary, "It's a ____." "He's ____."

Keeps card if pronounced correctly. If not, puts card back under the stack of cards.

2. Repeats Step 1 until student pronounces all the vocabulary cards correctly.

Repeats Step 1 until all the vocabulary cards are pronounced correctly.

b. Paired activity

Instructor

1. Shuffles all the noun and action cards and turns the stack of cards face down.

Student(s)

Student A draws a picture from the top of the stack of cards, holds it up and asks, "What's this?" "What's he doing?"

Student B answers, "It's a ____." "He's ____."

Student B draws the next card from the stack and asks, "What's this?" "What's he doing?"

Student A answers, "It's a ____."

2. Has students ask questions alternately until all the vocabulary words in the stack are pronounced correctly.

Repeats Step 1 until all the vocabulary words are pronounced correctly.

(NOTE: The student who has more cards at the end of the activity wins the game.)

PHONOLOGY UNIT 5

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT /r/ AS IN RING

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / r / in initial position.
Learn to blend words in a sentence, using the contracted form, "It's a _____."
Learn correct sentence intonation.
Develop gross motor skills.

MATERIALS

Peabody Articulation Cards
 ring rabbit ribbon
 radio rooster roller skate
 ruler robot
 Action picture cards
 Read Write Run
 Cassette tape recorder with earphone
 Blank cassette tape
 Paper
 Crayons or marking pens

PROCEDURE

<u>Instructor</u>	<u>Student(s)</u>
1. Holds up picture(s) and asks, "What's this?" Answers, "It's a _____, a _____, a _____." ring ribbon radio rooster ruler rabbit robot roller skate	All listen.
2. Holds up picture(s) and says, "It's a _____."	All repeat, "It's a _____."
3. Holds up picture(s) and asks, "What's this?"	All answer, "It's a _____."
4. Holds up picture(s) and asks, "What's this?"	All repeat, "What's this?" while pointing to picture.
5. Gives picture to one student.	All point to the picture and ask, "What's this?"
6. Asks for volunteer(s).	One student holds picture and asks, "What's this?" All others answer, "It's a _____."

PHONOLOGY UNIT 5
ENGLISH CONSONANT /r/ AS IN RING

PROCEDURE (CONT.)	7. Asks for volunteer(s).	One student holds picture and asks, "What's this?"
		One student answers, "It's a ____."

FOLLOW UP	Students draw and color their own illustrations of the pictures from Peabody Articulation Cards.
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EVALUATION	1. <u>Instructor</u>	<u>Student</u>
	Pronounces vocabulary.	Holds up own illustration to match vocabulary.
	2. <u>Paired students</u>	
	<u>Student</u>	<u>Student</u>
	Holds up own illustration and asks, "What's this?"	Answers, "It's a ____."

BACKGROUND INFORMATION	The consonant / r / is a sound that presents one of the most difficult problems for Asian learners of English. Except for Mandarin, none of the Asian languages has an equivalent to the English retroflex / r /. A type of / r / found in many Spanish loan words in Tagalog is generally a trill, not quite the same as the English / r /.
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PHONOLOGY UNIT 5
ENGLISH CONSONANT / r / AS IN RING

SUGGESTED
REINFORCEMENT
ACTIVITIES

Cultural Vocabulary Exercise

MATERIALS: Peabody Articulation Cards
ring rabbit

Instructor

Student(s)

1. Holds up picture of ring and asks, "What's this?"
Answers, "It's a ring, it's a ring, it's a ring."

All listen.

Holds up picture of a rabbit and asks, "What's this?" Answers, "It's a rabbit, it's a rabbit, it's a rabbit."

2. Holds up picture of ring and says, "It's a ring."

All repeat, "It's a ring."

Holds up picture of a rabbit and says, "It's a rabbit."

All repeat, "It's a rabbit."

3. Holds up picture of ring and asks, "What's this?"

All answer, "It's a ring."

Holds up picture of a rabbit and asks, "What's this?"

All answer, "It's a rabbit."

4. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's a ring."/"It's a rabbit."

PHONOLOGY UNIT 5
ENGLISH CONSONANT / r / AS IN RING

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Listening and Pronunciation Exercise

MATERIALS: Peabody Articulation Cards used in the lesson
for the /r/ sound
Tape recorder with earphone(s)
Blank cassette tape

Arrange cards in the order they are pronounced on the tape.

Instructor

Student

- | | |
|---|---|
| 1. Sets up tape recorder. | Puts on earphone. |
| 2. Plays tape. | Listens and repeats. |
| 3. Turns off tape recorder
and gives students the
stack of vocabulary
cards. | Pronounces the vocabulary,
"It's a _____." |
| 4. Sets tape recorder on
record. | Tapes vocabulary, "It's
a _____." |
| 5. Listens to students
recording. | |

PHONOLOGY UNIT 5
ENGLISH CONSONANT / r / AS IN RING

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

"Follow the Leader" Game

(NOTE: Students can be in groups of three or more.)

Instructor

Student(s)

- | | |
|--|---|
| 1. Gives command(s) and says,
"Simon says, _____."
read / write / run | All watch and listen. |
| 2. Holds up picture(s) and
says, "Simon says
_____." | Follow the command. |
| 3. Holds up picture(s) and
says, "Simon says, ____." | Repeat, "Simon says, ____." |
| 4. Shuffles the cards and
turns pictures face down.

Asks for volunteer(s). | One student volunteer picks
up a card, gives the command
shown on the card, and says,
"Simon says, _____."

Other students follow the
command(s). |
| 5. Repeats Step 4. | One student volunteer picks
up a card, gives the command
shown in the picture, and
says, "Simon says, _____." |

PHONOLOGY UNIT 5
ENGLISH CONSONANT / r / AS IN RING

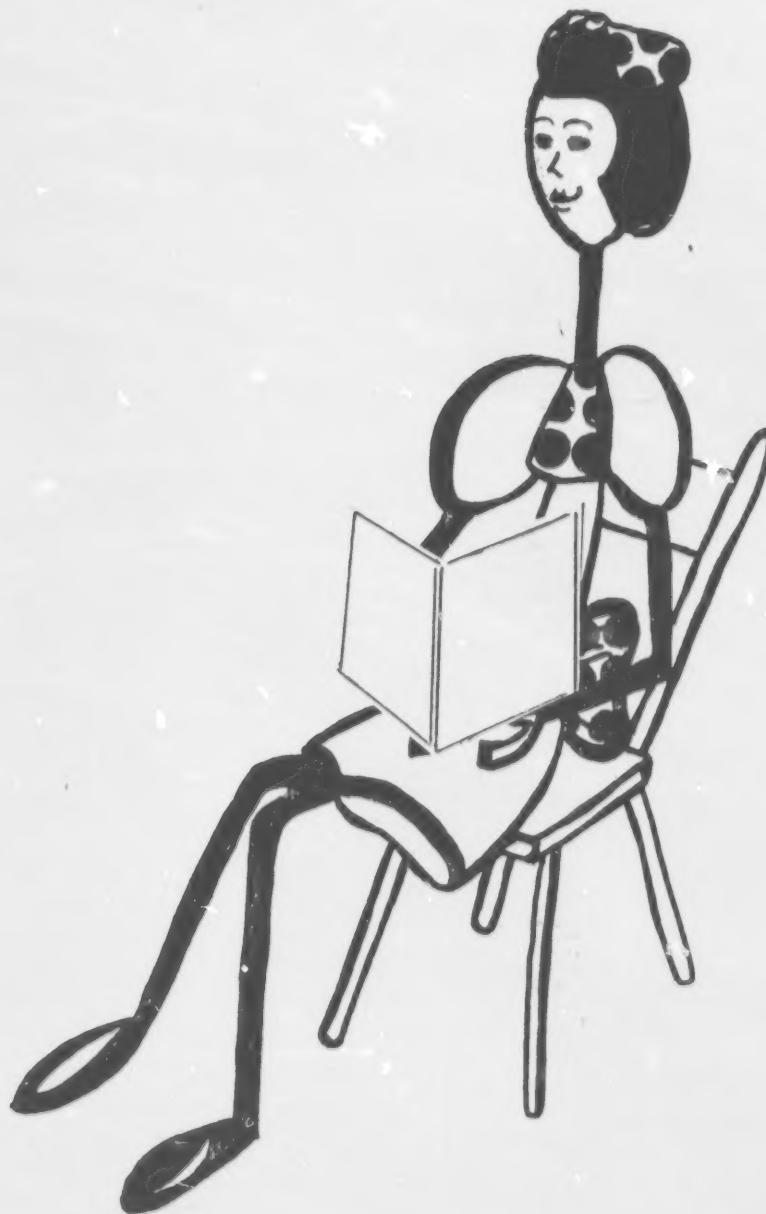
SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

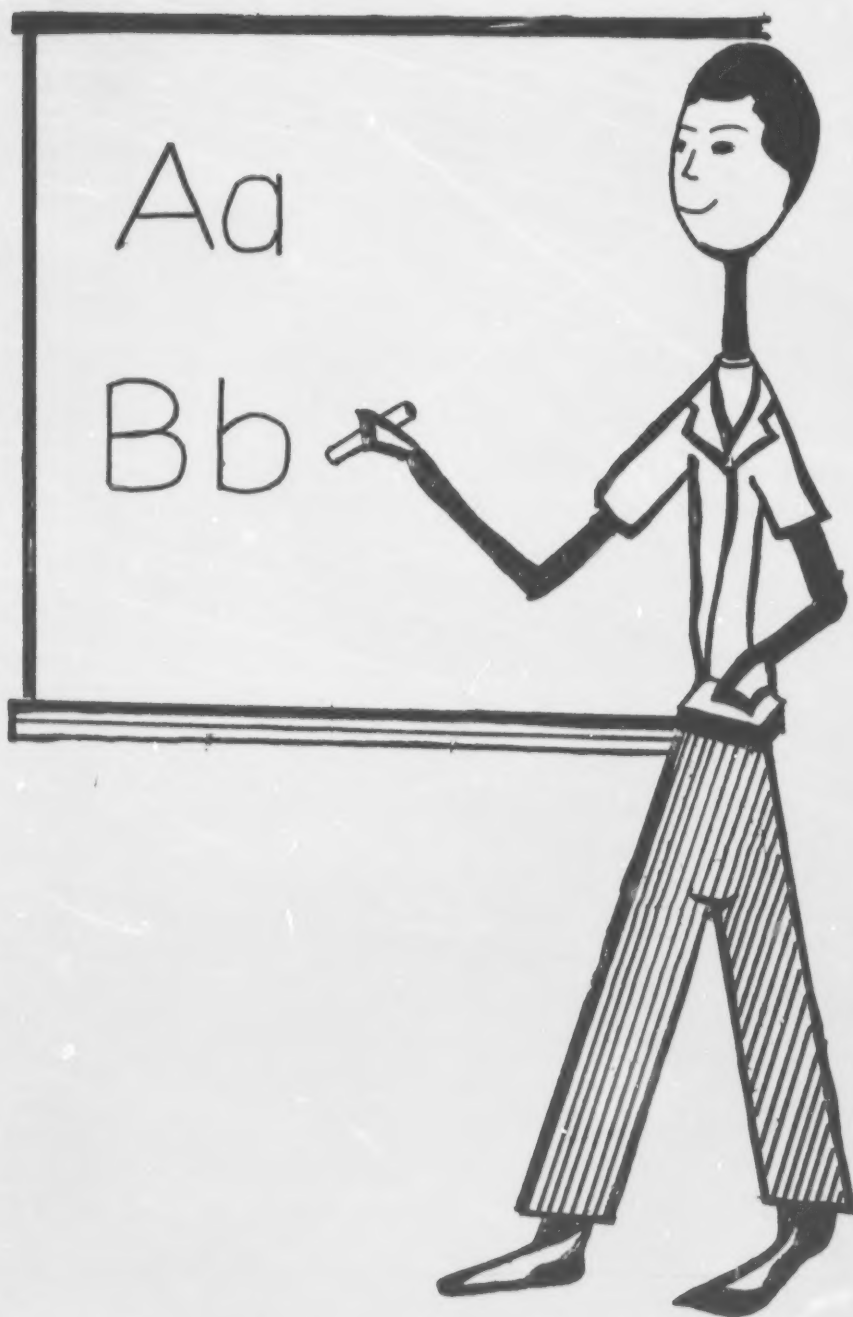
Listening Exercise / r / Script

MATERIAL: Cassette tape

Look at your vocabulary cards as you listen to the following pronunciation. Repeat each word after me. Listen to your own pronunciation.

ring
radio
ruler
robot
ribbon
rooster
rabbit
roller skates







PHONOLOGY UNIT 6

SKILL	AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH VOWEL SOUND / I / AS IN FISH	
LANGUAGE DEVELOPMENT	Develop English vocabulary with the vowel sound / I /. Learn correct sentence intonation. Incidental learning of the article "a" and the measure word "pair of."	
MATERIALS	Ideal Picture Cards king trumpet fish rabbit ship ring Peabody Articulation Cards pig bicycle scissors ribbon	
PROCEDURE	<u>Instructor</u>	<u>Student(s)</u>
	1. Holds up picture(s) and asks, "What's this?" Answers, "It's a _____." king trumpet fish rabbit ship bicycle ring ribbon pig scissors "It's a pair of scissors."	All listen.
	2. Holds up picture(s) and says, "It's a _____."	All repeat, "It's a _____."
	3. Holds up picture(s) and asks, "What's this?"	All answer, "It's a _____."
	4. Holds up picture(s) and asks, "What's this?"	All repeat, "What's this? while pointing to picture.
	5. Gives picture to one student.	All point to the picture and ask, "What's this?"
	6. Asks for volunteer(s)	One student holds picture and asks, "What's this?" All others answer, "It's a _____."
	7. Asks for volunteer(s)	One student holds picture and asks, "What's this?" One student answers, "It's a _____."

PHONOLOGY UNIT 6
ENGLISH VOWEL SOUND / I / AS IN FISH

FOLLOW UP Students draw and color their own illustrations of the pictures from Peabody Articulation Cards.

EVALUATION

1. Instructor

Pronounces vocabulary.

Student

Holds up own illustration to match vocabulary.

2. Paired students

Student

Holds up own illustration and asks, "What's this?"

Student

Answers, "It's a _____."

BACKGROUND
INFORMATION

Chinese, Japanese, and Koreans do not have the vowel / I / in their languages. The English word, "ship," is often pronounced like "sheep" by these students.

The English word, "scissors," is always in plural form. Since most of the Asian languages do not form plurals on their nouns, this vocabulary needs special attention.

PHONOLOGY UNIT 6
ENGLISH VOWEL SOUND / I / AS IN FISH

SUGGESTED
REINFORCEMENT
ACTIVITIES

"I See Something" Game

Leader or teacher says, "I see something, ask me what it is."
Player(s) gives answer. If the player answers the question correctly, he keeps the card. At the end, teacher collects the cards by asking, "Who has the _____?" Player answers, "I do" or "I have it."

"Pick and Choose" Game

Place several cards face down. Let player decide which card he wants; but before he takes the card, he must say the word twice.

Player: "Ring, Ring, I want a Ring."

After all players select their cards,

Teacher: "Do you have a Ring?"

Player: "Yes, I do." or "No, I don't. I have a King."

PHONOLOGY UNIT 7

SKILL AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH VOWEL SOUND /æ/ AS IN PAN

LANGUAGE DEVELOPMENT Develop English vocabulary with the vowel sound /æ/.
Learn correct sentence intonation.
Indirect learning of the article "a."

MATERIALS Ideal Vowel Picture Cards (#2741)
pan fan man
bat hat
bag hand
cap
K.E.Y.S. Project pictures (see attached sample)
bamboo
dragon
K.E.Y.S. Project Chinese Cultural Lesson
Dragon Head (paperfold)
Paper
Crayons or marking pens

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?"
Answers, "It's a _____,"
a _____, a _____."
pan fan man
bat hat
bag hand
cap

bamboo
dragon
2. Holds up picture(s) and says, "It's a _____."
3. Holds up picture(s) and asks, "What's this?"
4. Holds up picture(s) and asks, "What's this?"
"What's this?"
5. Gives picture to one student.
6. Asks for volunteer(s).

All listen.

All repeat, "It's a _____."

All answer, "It's a _____."

All repeat, "What's this?" while pointing to picture.

All point to the picture and ask, "What's this?"

One student holds picture(s) and asks, "What's this?"

All others answer, "It's a _____."

PHONOLOGY UNIT 7
ENGLISH VOWEL SOUND /ɛ/ AS IN PAN

PROCEDURE
(CONT.)

Instructor

Student(s)

7. Asks for volunteer(s).

One student holds picture(s) and asks, "What's this?"

One student answers, "It's a _____."

FOLLOW UP

Students draw their own illustrations of pictures used from Ideal Picture Cards.

Students color pictures of bamboo and dragon or draw their own.

EVALUATION
(NEXT DAY)

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

The vowel /ɛ/ does not exist in Chinese, Japanese, and Tagalog. The English word "pan" is often pronounced as "pen" by these Asian students.

Most of the Asian languages do not have consonant clusters. Words like "dragon" need special attention.

Most of the Asian languages do not have articles. The English article "a" is new to the Asian students.

PHONOLOGY UNIT 7
ENGLISH VOWEL SOUND / æ / AS IN PAN

SUGGESTED
REINFORCEMENT
ACTIVITIES

"I See Something" Game

Leader or teacher says, "I see something, ask me what it is." Player(s) gives answer. If the player answers the question correctly, he keeps the card. At the end, teacher collects the cards by asking, "Who has the _____?" Player answers, "I do" or "I have it."

"Who Has It?" Game

Leader passes out cards to the players. Then the leader asks for the pictures back, using sentence patterns like:

Leader: "Who has the picture of _____?"

or

"John, do you have a _____?"

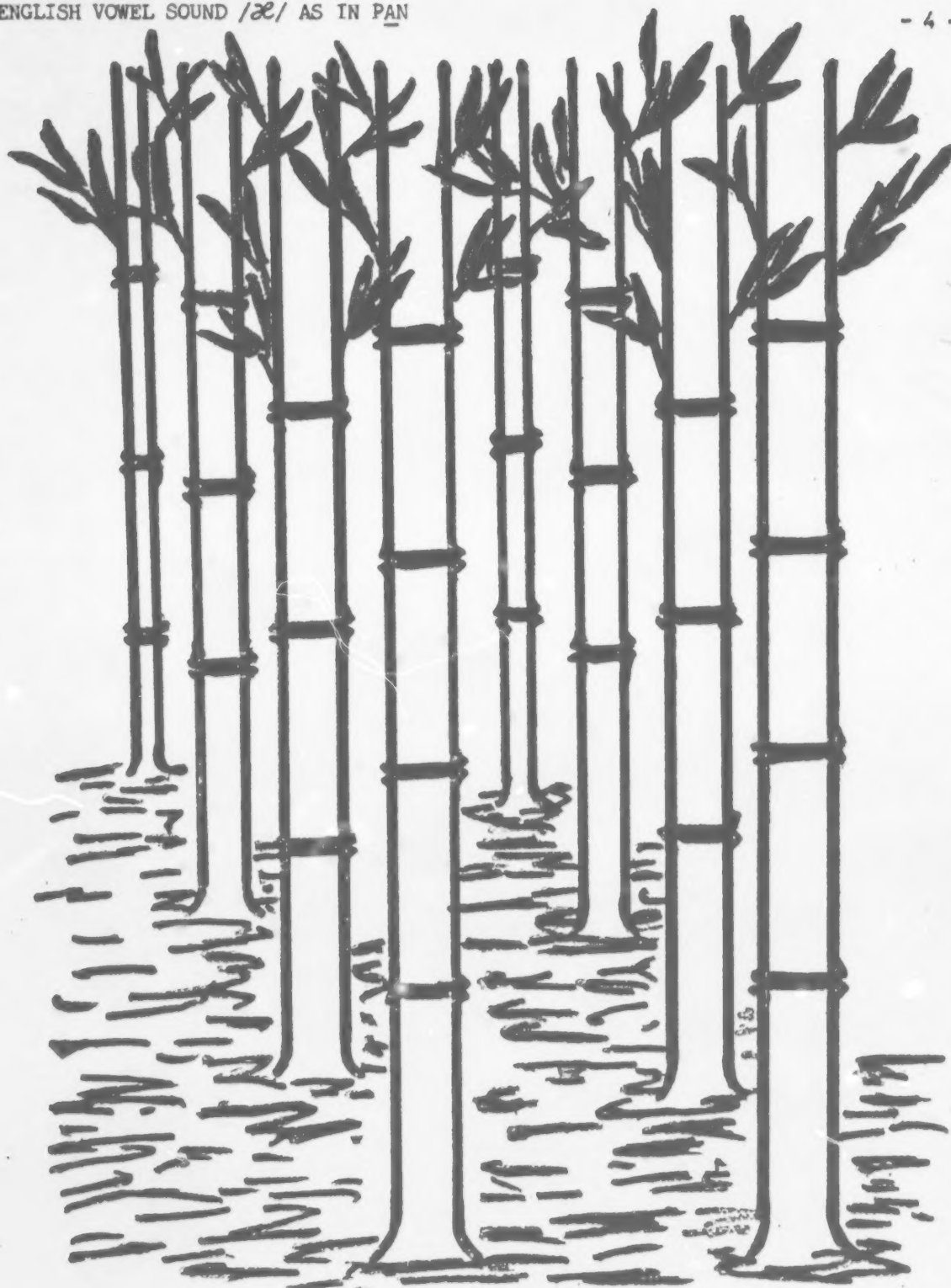
Player: "Yes, I do." or "No, I don't."

or

"I have it." or "Here it is."

PHONOLOGY UNIT 7
ENGLISH VOWEL SOUND /æ/ AS IN PAN

- 4 -





PHONOLOGY UNIT 8

SKILL	AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH VOWEL SOUND / ə / AS IN <u>ON</u> .	
LANGUAGE DEVELOPMENT	Develop English vocabulary with the vowel sound / ə /. Learn correct sentence intonation. Learn the plural form for certain nouns.	
MATERIALS	Ideal Picture Card umbrella K.E.Y.S. Project Pictures dragon narcissus K.E.Y.S. Project Asian American ABC Filmstrip alphabet fireman red envelope vegetable	
PROCEDURE	I. <u>Instructor</u>	<u>Student(s)</u>
	1. Holds up picture(s) and asks, "What do I have?" Answers, "I've a/an _____, a/an _____, a/an _____." umbrella dragon alphabet fireman vegetable red envelope	All listen.
	2. Holds up picture(s) and says, "You've a/an _____."	All repeat, "You've a/an _____."
	3. Holds up picture(s) and asks, "What do I have?"	All answer, "You've a/an _____."
	4. Holds up picture(s) and asks, "What do I have?"	All repeat, "What do I have?"
	5. Asks for volunteer(s).	One student holds up picture and asks, "What do I have?" All others answer, "You've a/an _____."

PHONOLOGY UNIT 8
ENGLISH VOWEL SOUND / ə / AS IN ON

PROCEDURE
(CONT.)

Instructor

Student(s)

6. Asks for volunteer(s).

One student holds up picture and asks, "What do I have?"

One student answers, "You've a/an _____."

II. Instructor

Student(s)

1. Holds up two pictures of the same vocabulary or the picture with the vocabulary in plural form, asks, "What are these?" Answers, "These are _____s."

All listen.

2. Holds up picture(s) and says, "_____s."

All repeat, "_____s."

3. Holds up picture(s) and asks, "What are these?"

All answer, "_____s."

4. Holds up picture(s) and asks, "What are these?"

All repeat, "What are these?" while pointing to the picture.

5. Gives pictures to one student.

All point to the pictures and ask, "What are these?"

6. Asks for volunteer(s).

One student holds picture(s) and asks, "What are these?"

All others answer, "_____s."

7. Asks for volunteer(s).

One student holds picture(s) and asks, "What are these?"

One student answers, "_____s."

PHONOLOGY UNIT 8
ENGLISH VOWEL SOUND /ə/ AS IN ON

FOLLOW UP

Students draw their own illustrations of the pictures from Ideal Picture Cards.

Students color dittoed pictures from the K.E.Y.S. Project.

EVALUATION
(NEXT DAY)

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration or Ideal Picture Cards to match vocabulary.

2. Paired students

Student

Student

Holds up picture(s) and asks, "What's this?" or "What are these?"

Answers, "A/An _____," or "_____s," etc.

BACKGROUND
INFORMATION

Japanese and Tagalog do not have the vowel sound /ə/ in their language systems. The English word "workman" is often pronounced like "workmen" by these students.

Most of the Asian languages do not change their noun forms when they form their plurals. The English plural formation thus becomes difficult for the Asian students.

Vocabulary like "dragon," "narcissus," and "red envelope" are culturally significant for the Chinese. Instructors should explain these to their students. (For information on these subjects, refer to cultural lessons, KEYS Project.)

- 4 -
PHONOLOGY UNIT 8
ENGLISH VOWEL SOUND /ɜ:/ AS IN ON

SUGGESTED
REINFORCEMENT
ACTIVITIES

"I See Something" Game

Leader or teacher says, "I see something, ask me what it is."
Player(s) gives answer. If the player answers the question correctly, he keeps the card. At the end, teacher collects the cards by asking, "Who has the _____?" Player answers, "I do" or "I have it."

"Who Has It" Game

Leader passes out cards to the players. Then the leader asks for the pictures back, using sentence patterns like:

Leader: "Who has the picture of _____?"

or

"John, do you have a _____?"

Player: "Yes, I do." or "No, I don't."

or

"I have it." or "Here it is."

"Pick and Choose" Game

Place several cards face down. Let player decide which card he wants; but before he takes the card, he must say the word twice.

Player: "Dragon, dragon, I want a dragon?"

After all players select their cards,

Teacher: "Do you have a dragon?"

Player: "Yes, I do." or "No, I don't. I have a _____."





NARCISSUS FLOWERS

PHONOLOGY UNIT 9

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH VOWEL SOUND /ʊ/ AS IN BOOK

LANGUAGE DEVELOPMENT

Develop English vocabulary with the vowel sound /ʊ/.
Learn correct sentence intonation.
Learn part of the "do" questions.

MATERIALS

Ideal Picture Cards
book
K.E.Y.S. Project Pictures
pull
push
put
cook

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?
Answers, "It's a _____,
a _____, a _____."
book
woman
hook

All listen.

2. Holds up picture(s) and says, "A _____."

All repeat, "A _____."

3. Holds up picture(s) and asks, "What's this?"

All answer, "A _____."

4. Holds up picture(s) and asks, "What's this, what's this?"

All repeat, "What's this?" while pointing to picture.

5. Gives picture to one student.

All point to the picture and ask, "What's this?"

6. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's this?"

All others answer, "A _____."

PHONOLOGY UNIT 9
ENGLISH VOWEL SOUND /ʊ/ AS IN BOOK

PROCEDURE
(CONT.)

Instructor

7. Asks for volunteer(s).

Student(s)

One student holds up picture(s) and asks, "What's this?"

One student answers, "A _____."

II. Instructor

1. Holds up picture(s) of the action verbs or acts out the actions and asks, "What do I do?" Answers, "_____."
pull put
push cook

All listen.

2. Holds up picture(s) or acts out the actions and says, "Pull," etc.

All repeat, "Pull," etc.

3. Holds up picture(s) or acts out actions and asks, "What do I do?"

All answer, "(You) pull," etc.

4. Holds up picture(s) or acts out the actions and asks, "What do I do?"

All repeat, "What do I do?"

5. Asks for volunteer(s).

One student acts out the action and asks, "What do I do?"

All others answer, "(You) pull," etc.

6. Asks for volunteer(s).

One student acts out the action and asks, "What do I do?"

Another student answers, "(You) pull," etc.

PHONOLOGY UNIT 9
ENGLISH VOWEL SOUND /ʊ/ AS IN BOOK

FOLLOW UP Students draw their own illustrations of pictures used from the Ideal Picture Cards and the K.E.Y.S. Project.

Students color copies of the K.E.Y.S. action pictures.

EVALUATION

1. Instructor

Pronounces vocabulary.

Student(s)

Holds up pictures to match the vocabulary or acts out the action.

2. Paired students

Student

Holds up pictures or acts out actions and asks, "What's this?" or "What do I do?"

Student

Answers, "A book," etc., or "(You) pull," etc.

BACKGROUND INFORMATION

The vowel sound /ʊ/ is new to the Chinese, Japanese, and Korean. These students often find vocabulary with this vowel difficult to pronounce.

Asian languages do not use the auxiliary "do" to form questions. "Do" causes many learning difficulties for Asian students.

PHONOLOGY UNIT 9
ENGLISH VOWEL SOUND /ʊ/ AS IN BOOK

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Pick and Choose" Game

Place several cards face down. Let player decide which card he wants; but before he takes the card, he must say the word twice.

Player: "Book, book, I want a book."

After all players select their cards,

Teacher: "Do you have a book?"

Player: "Yes, I do." or "No, I don't. I have a _____."

"What Am I Doing?" Game

The leader shows a picture of some action to one player. That player pantomimes the action while asking the question, "What will I do?" All others ask, "Will you pull?" The player replies, "Yes, I will," or "No, I won't."

Gives some commands to students and asks them to act them out.

"John, pull down the curtain."

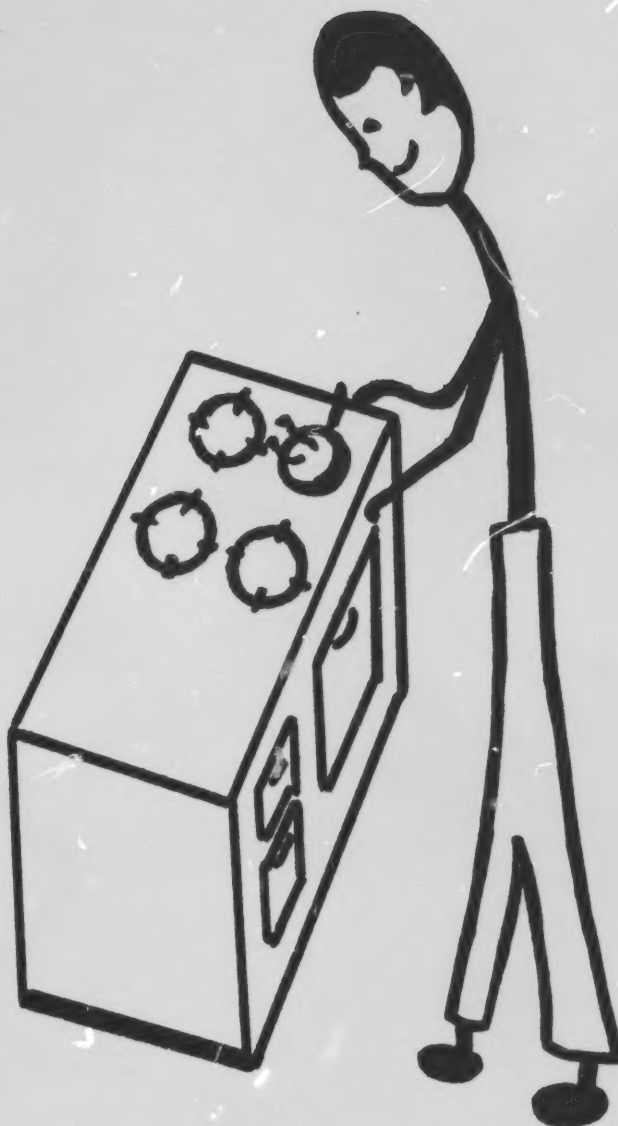
"Mary, put the books back on the shelf."

"Tom, push the chair back."









PHONOLOGY UNIT 10

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH VOWEL SOUND /ɔ/ AS IN BALL

LANGUAGE DEVELOPMENT

Develop English vocabulary with the vowel sound /ɔ/.
Learn correct sentence intonation.
Incidental learning of the article "a" and "an."

MATERIALS

Ideal Picture Cards

orange

ball

fork

dog

horse

door

K.E.Y.S. Project Pictures

saw

organ

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) and asks, "What do I have?"
Answers, "I've a _____,
a _____, a _____."

ball	door
dog	fork
saw	horse

All listen.

2. Holds up picture(s) and says, "You've a _____."

All repeat, "You've a _____."

3. Holds up picture(s) and asks, "What do I have?"

All answer, "You've a _____."

4. Holds up picture(s) and asks, "What do I have?"

All repeat, "What do I have?"

5. Asks for volunteer(s).

One student holds up picture and asks, "What do I have?"

All others answer, "You've a _____."

6. Asks for volunteer(s).

One student holds up picture and asks, "What do I have?"

One student answers, "You've a _____."

PHONOLOGY UNIT 10
ENGLISH VOWEL SOUND /ɔ/ AS IN BALL

PROCEDURE
(CONT.)

II. Instructor

Student(s)

1. Holds up pictures of "orange" and "organ."
Asks, "What's this?"
Answers, "It's an _____."

All listen.

2. Holds up picture of an orange or an organ.
Asks, "What's this?"

All answer, "It's an _____."

3. Gives picture to one student.

All point to the picture and ask, "What's this?"

4. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

All others answer, "It's an _____."

5. Asks for volunteer(s).

One student holds picture and asks, "What's this?"

One student answers, "It's an _____."

FOLLOW UP

Students draw their own illustrations of the pictures from Ideal Picture Cards.

Students color dittoed pictures from K.E.Y.S. Project.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up Ideal Picture Card or own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up Ideal Picture Cards or own illustrations and asks, "What's this?"

Answers, "A/An _____."

PHONOLOGY UNIT 10
ENGLISH VOWEL SOUND /ɔ/ AS IN BALL

BACKGROUND
INFORMATION

Japanese, Korean, and Tagalog do not have the vowel sound /ɔ/ in their languages. The English word, "horse," may be pronounced like "hose" by Asian students.

Asian languages do not have articles as in English. The fact that English words such as "orange" and "organ" take the article "an" should be reinforced.

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Pick and Choose" Game

Place several cards face down. Let player decide which card he wants; but before he takes the card, he must say the word twice.

Player: "Orange, orange, I want an orange."

After all players select their cards,

Teacher: Do you have an orange?"

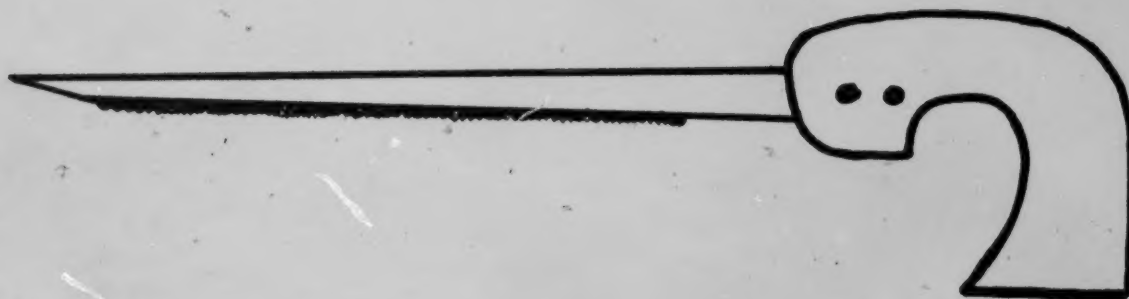
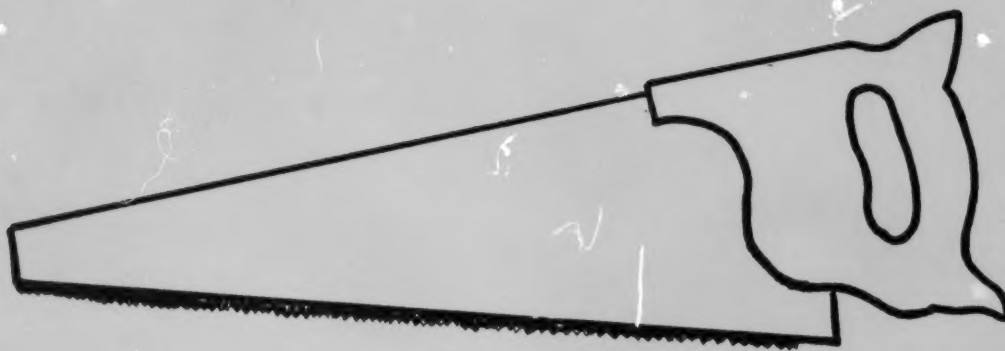
Player: "Yes, I do." or "No, I don't. I have a/an _____."

"Who Has It?" Game

Leader passes out cards to the players. Then the leader asks for the cards back, using sentence patterns like:

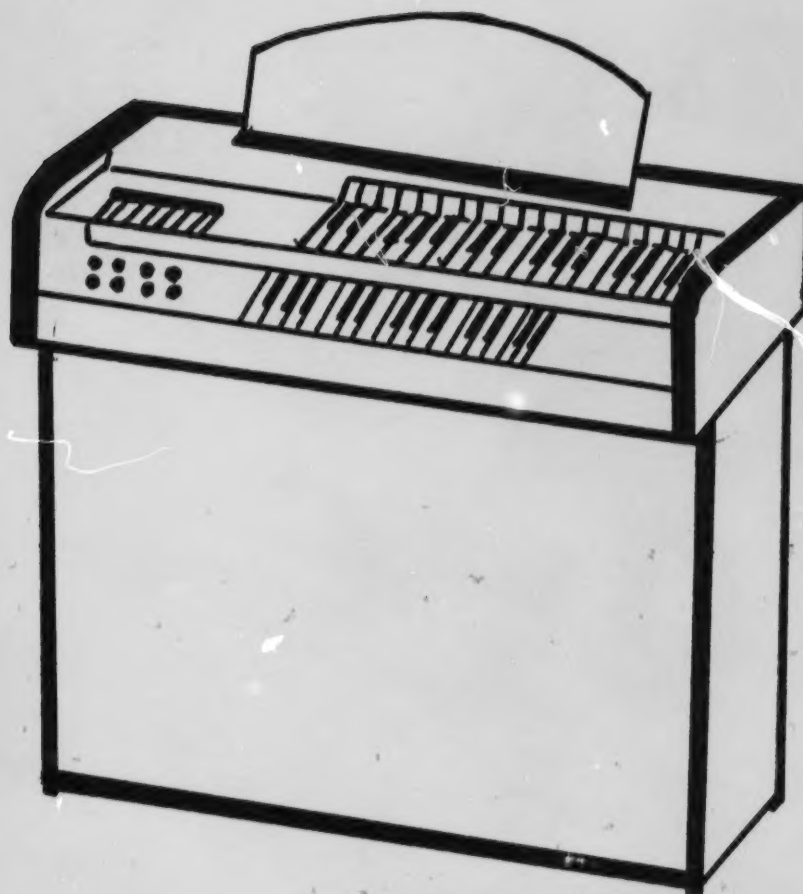
Leader: "Who has the picture of _____?"

Player: "I do," or "I have it," or "Here it is."



PHONOLOGY UNIT 10
ENGLISH VOWEL SOUND /ɔ/ AS IN BALL

- 5 -



PHONOLOGY UNIT 11

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / dʒ / AS IN JUICE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / dʒ /.
Learn correct sentence intonation.
Incidental learning of the use of nouns with and without the article "a."
Asks and answers "either or" questions with the verb "like" as in:

Do you like { a jeep or a jet?
 jam or jello?

MATERIALS

Peabody Articulation Cards
giraffe jam
jeep jello
badge juice
cage jacks
bridge pajamas
jump rope oranges
fire engine

K.E.Y.S. Project Picture
jet

Strings
Pair of scissors
Masking tape
Crayon or marking pens
Paper

PROCEDURE

Instructor

Student(s)

1. Holds up a pair of pictures, one picture at a time and asks, "Do I like a _____ (s) or a _____ (s)?" Holds up one of the pictures and answers, "I like a _____ (s)."

a giraffe jam
a jeep jello
a jet juice
a badge jacks
a cage pajamas
a bridge oranges
a jump rope
a fire engine

All listen.

2. Holds up one of the pictures and says, "I like a _____ (s)."

All repeat, "I like a _____ (s)."

PHONOLOGY UNIT 11
ENGLISH CONSONANT / dʒ / AS IN JUICE

PROCEDURE
(CONT.)

Instructor

Student(s)

3. Holds up a pair of pictures,
one picture at a time and
asks, "Do you like a
_____ (s) or a _____ (s)?"
Holds up one of the pictures.

All answer, "I like a
_____ (s)."

4. Holds up a pair of pictures,
one picture at a time and
asks, "Do you like a
_____ (s) or a _____ (s)?"

All repeat, "Do you like
a _____ (s) or a _____ (s)."

5. Asks for volunteer(s).

One student holds up a
pair of pictures, one pic-
ture at a time and asks,
"Do you like a _____ (s)
or a _____ (s)?"
Holds up one of the pic-
tures.

All others answer, "I
like a _____ (s)."

6. Asks for volunteer(s).

One student holds up a
pair of pictures, one pic-
ture at a time and asks,
"Do you like a _____ (s)
or a _____ (s)?"

Holds up one of the pic-
tures.

One student answers, "I
like _____ (s)."

FOLLOW UP

Students draw and color their own pictures from the Peabody
Articulation Cards and K.E.Y.S. Project Pictures.

PHONOLOGY UNIT 11
ENGLISH CONSONANT / dʒ / AS IN JUICE

EVALUATION

1. Instructor

Pronounces vocabulary.

Student(s)

Holds up own illustration to match vocabulary.

2. Paired students

Student

Holds up a pair of own illustrations and asks, "Do you like a _____(s) or a _____(s)?" Holds up one of the pictures.

Student

Answers, "I like a _____(s)."

BACKGROUND
INFORMATION

1. The / dʒ / sound is a new sound for almost all the Asian languages except for Japanese where it occurs in the initial and medial positions. Koreans and Chinese substitute a / ts / for this sound, Filipinos tend to substitute a / dy / sound, and Samoans substitute a / t / or / iy / sound. Japanese students may also need practice in pronouncing this sound in the final position like in the words, cage, bridge, etc.
2. Giraffes are not found in some of the Asian countries such as the Philippines, Samoa, China, and Japan, except in public zoos. This animal might be new to many of the Asian children from the countries mentioned.

PHONOLOGY UNIT 11
ENGLISH CONSONANT / dʒ / AS IN JUICE

SUGGESTED
REINFORCEMENT
ACTIVITY

Impersonation Game

MATERIALS: Picture tags (Stick both ends of a 3/4 yard string with masking tape on the upper left and right hand corners of the back of the picture card as shown on the diagrams below.)



a cage
a jeep
a jet
a jump rope

a giraffe
a badge
a bridge
a fire engine

Instructor

1. Gives each student a picture tag.
2. Asks one student, "Are you a _____?"
3. Has students ask each other.
4. Have students exchange picture tags until each of them has worn all the picture tags.

Student(s)

Wears picture tag with the picture showing.

Answers, "Yes, I'm a _____,"
or "No, I'm a _____."

Student A asks Student B,
"Are you a _____?"

Student B answers, "Yes, I'm
a _____," or "No, I'm
a _____."

Exchange picture tags and
ask each other until all the
vocabulary words have been
pronounced correctly.

PHONOLOGY UNIT 11
ENGLISH CONSONANT /dʒ/ AS IN JUICE

- 5 -



PHONOLOGY UNIT 12

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / v / AS IN VIOLIN

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / v /.
 Learn the use of the contracted form of the verb, "have" as in I've and you've.
 Learn correct sentence intonation.
 Develop gross motor skills.
 Ask and answer "what" and "yes-no" questions with "have."
 Example: What do I/you have?
 Do you have a violin?

MATERIALS

Peabody Articulation Cards
 violin five beaver
 Volkswagen seven
 volcano shove
 television shovel
 K.E.Y.S. Project Pictures
 van vest
 Paper
 Crayon or marking pen

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) and asks, "What do I have?"
 Answers, "I've a _____,
 van five
 vest seven
 violin shove
 Volkswagen shovel
 volcano beaver
 television

All listen.

2. Holds up picture(s) and says, "You've a _____."
3. Holds up picture(s) and asks, "What do I have?"
4. Holds up picture(s) and asks, "What do I have?"
5. Asks for volunteer(s).

All repeat, "You've a _____."

All answer, "You've a _____."

All repeat, "What do I have?"

One student holds up picture and asks, "What do I have?"

All others answer, "You've a _____."

PHONOLOGY UNIT 12
ENGLISH CONSONANT / v / AS IN VIOLIN

PROCEDURE
(CONT.)

Instructor

Student(s)

6. Asks for volunteer(s).

One student holds up picture and asks, "What do I have?"

One student answers, "You've a _____."

(NOTE: Practice in the use of "I've a _____." by having the student(s) ask, "What do you have?")

II. Instructor

Student(s)

1. Acts out vocabulary and asks, "What am I doing?"
Answers, "I'm _____,"
_____, _____"
diving waving
driving weaving
leaving arriving

All watch and listen.

2. Acts out vocabulary and says, "You're _____."

All act out vocabulary.

3. Acts out vocabulary and says, "You're _____."

All repeat, "You're _____."

4. Acts out vocabulary and asks, "What am I doing?"

All answer, "You're _____."

5. Acts out vocabulary and asks, "What am I doing?"

All act out vocabulary and repeat, "What am I doing?"

6. Asks for volunteer(s).

One student acts out vocabulary and asks, "What am I doing?"

All others answer, "You're _____."

7. Asks for volunteer(s).

One student acts out vocabulary and asks, "What am I doing?"

One student answers, "You're _____."

PHONOLOGY UNIT 12
ENGLISH CONSONANT / v / AS IN VIOLIN

FOLLOW UP

Students draw and color their own illustrations of the pictures from the Peabody Articulation Cards and the K.E.Y.S. Project Pictures.

EVALUATION

1. Instructor

Pronounces vocabulary.

Student(s)

Holds up own illustration to match vocabulary.

2. Paired students

Student

Holds up own illustration and asks, "What do I have?"

Student

Answers, "You've a _____."

BACKGROUND
INFORMATION

1. The / v / sound is likely to be a problem for all the five Asian student groups because this sound is not present in any of their languages. If the students have already learned to pronounce the / f / sound, it might be helpful to have them feel the difference in the pronunciation of the two sounds. Show them how to put the tip of their fingers lightly on their vocal cords and have them make the vibration or voicing in pronouncing the / v / sound and the absence of vibration and voicing in pronouncing the / f / sound.
2. Most Asian children, except for the Japanese, are not familiar with different types of cars. It might be helpful to let them know that a van, although much bigger than an ordinary car, is still considered a type of car.

PHONOLOGY UNIT 12
ENGLISH CONSONANT / v / AS IN VIOLIN

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

1. Individual Activity

Instructor

- a. Shuffles all the noun cards and turns the stack of cards face down.

Student

Draws five cards, one card at a time, and pronounces the vocabulary, "I've a _____."

Keeps card if pronounced correctly. If not, puts card back under the stack of cards.

- b. Repeats Step "a" until student pronounces all the vocabulary cards correctly.

Repeats Step "a" until all the vocabulary cards are pronounced correctly.

2. Paired Activity

Instructor

- a. Acts out three vocabulary words, one word at a time.

Students

Student A asks Student B, "What's she doing?"

Student B answers, "She's _____."

- b. Has Student A act out three vocabulary words, one word at a time, and ask Student B, "What am I doing?"

Student B answers, "You're _____."

- c. Has Students A & B ask each other alternately until all the vocabulary words are pronounced correctly.

Repeats Step "b" until both students have pronounced the vocabulary words correctly.

PHONOLOGY UNIT 12
ENGLISH CONSONANT / v / AS IN VIOLIN

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Guessing Game

1. Individual Activity

Instructor

- a. Hides pictures behind back and asks, "What do I have?"
- b. Shows picture if student guessed and pronounced correctly. If not, have student guess two or three more times before showing the picture and saying, "I've a _____."

Student(s)

Asks, "Do you have a _____?"

Asks again, if not guessed correctly, "Do you have a _____?"

(NOTE: If student guesses the vocabulary, but fails to pronounce it correctly, model the vocabulary again until the student pronounces it correctly.)

2. Paired Activity

Instructor

- a. Gives Student A & B five stacks of cards each, faced down.
- b. Has students guess each others' cards alternately until all the picture cards are pronounced correctly.

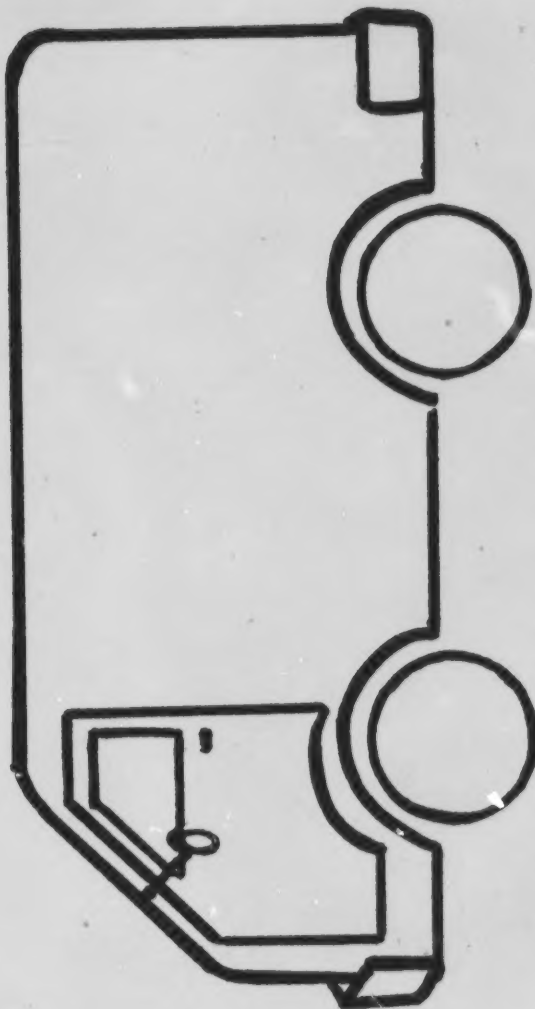
Student(s)

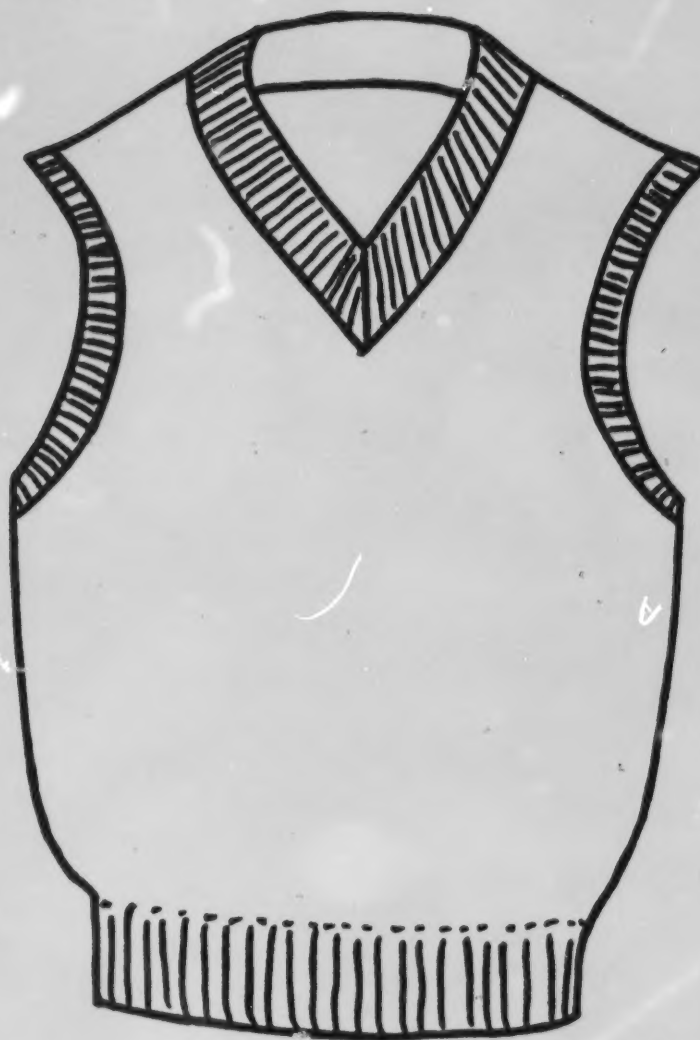
Student A draws a picture card from his stack of cards, looks at it, and hides it behind his back, and asks, "What do I have?"

Student B asks, "Do you have a _____?"

Student A says, "No" if not guessed correctly. If guessed correctly, he shows the picture to Student B and says, "Yes, I do."

Repeat Step "a" guessing each others' cards alternately until all cards are pronounced correctly.





PHONOLOGY UNIT 13

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / ʒ / AS IN THEY

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / ʒ /.

Learn correct sentence intonation.

Asks and answers "who" and "what" questions with "this" and "they" as in:

What's	} this?	The feather.
Who's		The father.

Who are they?	The brothers.
	The father and the mother.

MATERIALS

Peabody Articulation Cards

feather grandmother grandfather

K.E.Y.S. Project Pictures

mother father brother brothers

Tape recorder and earphones

Blank cassette tapes

Cassette tape: Listening and Pronunciation Exercise for the / ʒ / Sound script

PROCEDURE

I. Instructor

Student(s)

- | | |
|--|-------------------------------------|
| <p>1. Holds up picture(s) and asks, "What's/Who's this?" Answers, "The _____, the _____, the _____."
 <div style="margin-left: 40px;">feather father
 mother grandfather
 brother grandmother</div> </p> | <p>All listen.</p> |
| <p>2. Holds up picture(s) and says, "The _____."</p> | <p>All repeat, "The _____."</p> |
| <p>3. Holds up picture(s) and asks, "What's/who's this?"</p> | <p>Answer, "The _____."</p> |
| <p>4. Holds up picture(s) and asks, "What's/Who's this?"</p> | <p>Repeat, "What's/Who's this?"</p> |

PHONOLOGY UNIT 13
ENGLISH CONSONANT / ʒ / AS IN THEY

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's/Who's this?"

All others answer, "The _____."

6. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's/Who's this?"

II. Instructor

Student(s)

1. Holds up pictures, points to vocabulary, and asks, "Who are they?" Answers, "They're the _____ (s) and the _____."

All listen.

mother grandmother
father grandfather
brother brothers

2. Holds up pictures, points to vocabulary, and says, "They're the _____ (s) and the _____."

All repeat, "They're the _____ (s) and the _____."

3. Holds up pictures, points to vocabulary, and asks, "Who are they?"

All answer, "They're the _____ (s) and the _____."

4. Holds up pictures and asks, "Who are they?"

All repeat, "Who are they?"

5. Asks for volunteer(s).

One student holds up picture(s), points to vocabulary and asks, "Who are they?"

All others answer, "They're the _____ (s) and the _____."

PHONOLOGY UNIT 13
ENGLISH CONSONANT /ʒ/ AS IN THEY

PROCEDURE
(CONT.)

Instructor

6. Asks for volunteer(s).

Student(s)

One student holds up picture(s), points to vocabulary and asks, "Who are they?"

One student answers, "They're the _____(s) and the _____."

EVALUATION

1. Instructor

Pronounces vocabulary.

Student(s)

Holds up picture and points to vocabulary.

2. Paired students

Student

Holds up picture(s), points to vocabulary and asks, "What's/Who's this?" or "Who are they?"

Student

Answers, "The _____(s)" or "The _____(s) and the _____."

BACKGROUND
INFORMATION

Like the /θ/ sound, the /ʒ/ sound is not present in any of the five Asian languages. Students need a lot of practice on this sound. Chinese students are likely to substitute an /s/, Japanese students a /z/, Koreans and Filipinos a /d/, and Koreans and Samoans a /t/ for this sound.

PHONOLOGY UNIT 13
ENGLISH CONSONANT / ʒ / AS IN THEY

SUGGESTED
REINFORCEMENT
ACTIVITIES

Listening and Pronunciation Exercise

MATERIALS: Peabody Articulation Cards used in the lesson
for / ʒ / sound
K.E.Y.S. Project Pictures used in the lesson
for the / ʒ / sound
Tape recorder with earphones
Blank cassette tape
Cassette tape: Listening and Pronunciation
Exercise the / ʒ / Sound Script

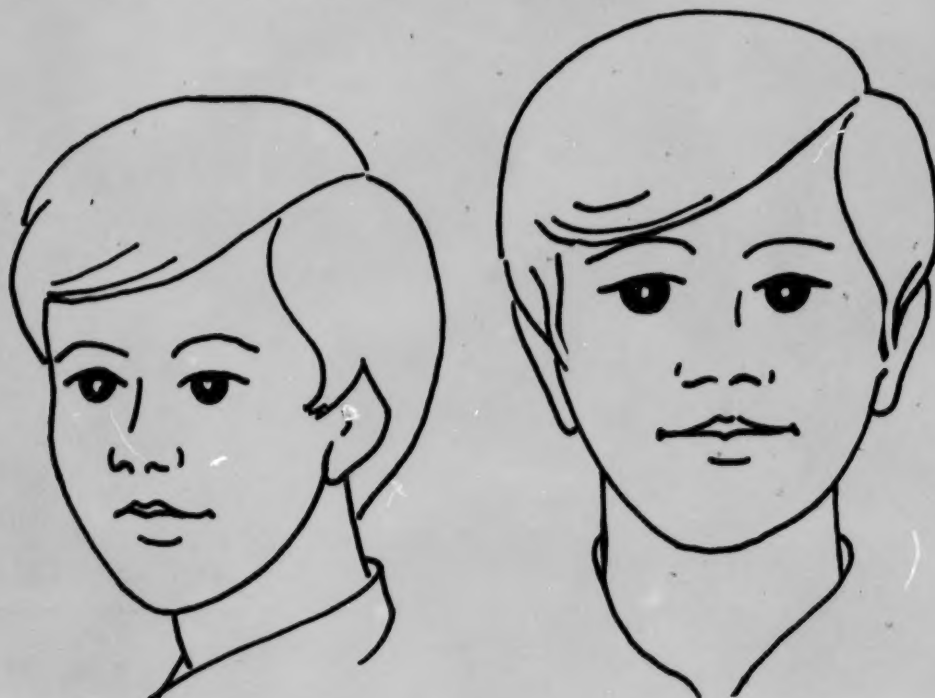
Instructor

Student

- | | |
|--|--|
| 1. Sets up tape recorder | Puts on earphones. |
| 2. Plays tape. | Listens and repeats. |
| 3. Turns off tape recorder
and gives student the
pictures. | Pronounces the vocabulary,
"The _____ (s)" or the
_____ (s) and the
_____." |
| 4. Sets tape recorder on
"Record." | Tapes vocabulary, "The
_____ (s)" or "The
_____ (s) and the
_____." |
| 5. Listens to student's
recording. | |

Cassette tape: Listening and Pronunciation Exercise the / ʒ /
Sound Script
(NOTE: Allow time space for two repetitions
after each vocabulary word.)

1. the mother
2. the father
3. the brother
4. the grandfather
5. the grandmother
6. the brothers
7. the mother and the father
8. the grandfather and the grandmother
9. the brothers and the father
10. the father and the grandfather





PHONOLOGY UNIT 14

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT / z / AS IN ZEBRA

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant / z / in the initial and final positions as in "zebra" and "eggs."
Learn correct sentence intonation.
Incidental learning of some verbs in the simple present tense third person singular subject.

MATERIALS

Peabody Articulation Cards
 zipper flowers beans
 zebra bananas gloves
 eggs lemons
 ribbons crackers
 K.E.Y.S. Project Action Pictures
 reads runs dives
 Cassette tape recorder with earphones
 Cassette tape: Auditory Discrimination for the / z / Sound (Tapes A and B)
 Paper
 Pencil, crayons, or marking pens
 Worksheet: Auditory Discrimination for the / z / Sound

PROCEDURE

I. Instructor

Student(s)

- | | |
|--|---|
| <p>1. Holds up picture(s) and asks, "What does she buy everyday?" Answers, "She buys a _____(s) a _____(s), a _____(s)."</p> <div style="margin-left: 40px;"> zipper bananas
 zebra lemons
 eggs crackers
 ribbons beans
 flowers gloves </div> | <p>All listen.</p> |
| <p>2. Holds up picture(s) and says, "She buys a _____(s)."</p> | <p>All repeat, "She buys a _____(s)."</p> |
| <p>3. Holds up picture(s) and asks, "What does she buy?"</p> | <p>All answer, "She buys a _____(s)."</p> |

PHONOLOGY UNIT 14
ENGLISH CONSONANT / z / AS IN ZEBRA

PROCEDURE
(CONT.)

Instructor

Student(s)

4. Holds up picture(s) and asks, "What does she buy?"

All repeat, "What does she buy?"

5. Asks for volunteer(s).

One student holds up picture and asks, "What does she buy?"

All others answer, "She buys a _____(s)."

6. Asks for volunteer(s).

One student holds up picture and asks, "What does she buy?"

One student answers, "She buys a _____(s)."

II. Instructor

Student(s)

1. Holds up picture(s) and asks, "What does he do everyday?" Answers, "He _____, he _____, he _____."
runs
reads
dives

All listen.

2. Holds up picture(s) and says, "He _____."

All repeat, "He _____."

3. Holds up picture and asks, "What does he do everyday?"

All answer, "He _____."

4. Holds up picture and asks, "What does he do everyday?"

All repeat, "What does he do everyday?"

PHONOLOGY UNIT 14
ENGLISH CONSONANT / z / AS IN ZEBRA

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteer(s).

One student holds up picture(s) and asks, "What does he do everyday?"

All others answer, "He _____."

6. Asks for volunteer(s).

One student holds up picture(s) and asks, "What does he do everyday?"

One student answers, "He _____."

FOLLOW UP

Students draw their own pictures or illustrations of pictures used from Peabody Articulation Cards.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match pictures.

2. Paired students

Student

Student

Holds up own illustration and asks, "What does she buy?" or "What does he do everyday?"

Answers, "She buys a _____ (s)." or "He _____."

BACKGROUND
INFORMATION

The absence of the / z / sound in the Asian languages except in Japanese, presents a problem to speakers of these languages. A very common substitute for this sound is the / s / sound. To avoid this substitution, it would be very helpful to show the students the difference between these two sounds, / s / and / z /. Have them feel the vibration of their vocal cords when pronouncing the / z / sound and the absence of the vibration when pronouncing the / s / sound.

PHONOLOGY UNIT 14
ENGLISH CONSONANT / z / AS IN ZEBRA

SUGGESTED
REINFORCEMENT
ACTIVITIES

Auditory Discrimination

MATERIALS: Tape recorder with earphones
Cassette tape: Auditory Discrimination for
the Consonant / z / Sound
(Tapes A and B)
Worksheets: Auditory Discrimination for the
Consonant / z / Sound
Pencils

Instructor

Student(s)

- | | |
|--|---|
| 1. Sets up tape recorder. | Watches. |
| 2. Explains activity. | Listens. |
| 3. Gives student earphones
and worksheets. | Puts on earphones and
writes name on worksheet. |
| 4. Plays Tape <u>A</u> . | Writes an "O" if the word
heard has a / z / sound
and an "X" if it doesn't. |
| 5. Turns off tape recorder
and gives student the
answer key to Tape <u>A</u> . | Corrects own answers,
using the answer key. |
| 6. Sets tape recorder and
replays Tape <u>A</u> . | Listens and circles the
number of the vocabulary
missed. |

OPTIONAL:

Gives student another worksheet and repeats Steps 4-6, using Tape <u>B</u> .	Repeats Steps 4-6, using worksheet for Tape <u>B</u> .
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PHONOLOGY UNIT 14
ENGLISH CONSONANT / z / AS IN ZEBRA

Cassette Tape: Auditory Discrimination for the Consonant / z / Sound (Tapes A and B) Script

Instructions: Listen carefully to the words I'm going to say. If you hear a / z / sound in the word, write an "O" on your worksheet. If you don't hear a / z / sound, write an "X."

Tape A

- | | |
|---------------|--------------|
| No. 1. zipper | No. 6. zero |
| No. 2. name | No. 7. fish |
| No. 3. zoo | No. 8. zebra |
| No. 4. eat | No. 9. plays |
| No. 5. beans | No. 10. read |

Tape B

- | | |
|--------------|----------------|
| No. 1. likes | No. 6. runs |
| No. 2. swims | No. 7. gloves |
| No. 3. claps | No. 8. eats |
| No. 4. reads | No. 9. eggs |
| No. 5. six | No. 10. writes |

PHONOLOGY UNIT 14
ENGLISH CONSONANT / z / AS IN ZEBRA

WORKSHEET

TAPE _____

Auditory Discrimination for the Consonant / z / Sound

Name _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____







PHONOLOGY UNIT 15

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANTS / z / AND / dz / AS IN MEASURE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonants / z / and / dz /.
Learn correct sentence intonation.
Learn to ask and answer "what" questions with "this" and "these."

MATERIALS

Peabody Articulation Cards
 bridge giraffe
K.E.Y.S. Project Pictures
 rouge pigeon
 cage badge
 treasures pajamas
 garage edger

Paper
Crayons or marking pens
Pencils
Cassette tape recorder with earphones
Cassette tape: Auditory Discrimination Exercise for the / z / and / dz / Sounds (Tapes A and B)
Worksheets: Auditory Discrimination Exercise for the / z / and / dz / Sounds (Sheets A and B)
Cassette tape: Listening and Pronunciation Exercise for the / z / and / dz / Sounds

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?/What are these?" Answers, "It's a _____, a _____./ They're _____, _____."
 garage giraffe
 treasures cage
 badge bridge
 pajamas pigeon
 rouge edger
2. Holds up picture(s) and asks, "What's this?/What are these?" Answers, "It's a _____./They're _____."
3. Holds up picture(s) and asks, "What's this?/What are these?'

All listen.

All repeat, "It's a _____/They're _____."

All answer, "It's a _____./They're _____."

PHONOLOGY UNIT 15
ENGLISH CONSONANT / ʒ / and / dʒ / AS IN MEASURE

PROCEDURE
(CONT.)

Instructor

Student(s)

4. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's this?/What are these?"

All others answer, "It's a _____./They're _____."

5. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's this?/What are these?"

Another student answers, "It's a _____./They're _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match the vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?/What are these?"

Answers, "It's a _____./They're _____."

BACKGROUND
INFORMATION

Like the / z / sound, / ʒ / is not found in any of the five Asian languages. A very common substitution for these sounds is / s /. If the students have already learned to produce the / s / sound, it might be helpful to have them voice the / s / sound to produce the / ʒ / sound. Make them note the position of the lips in pronouncing the / ʒ / in contrast to the position of the lips in pronouncing / z / or / s /. The lips in pronouncing the / ʒ / are rounded while they are unrounded in pronouncing the / s / or / z / sounds.

Another possible substitution made, usually by the Japanese students, is the / dʒ / sound. This substitution often occurs when the / ʒ / sound is in initial or medial position.

PHONOLOGY UNIT 15
ENGLISH CONSONANT / $\check{z}$ / and / $d\check{z}$ / AS IN MEASURE

SUGGESTED
REINFORCEMENT
ACTIVITIES

1. Listening Discrimination Exercise

<u>Instructor</u>	<u>Student(s)</u>
a. Sets up tape recorder.	Watches.
b. Explains activity.	Listens.
c. Gives student earphones and worksheet.	Puts on earphones and writes name on worksheet.
d. Plays Tape <u>A</u> and/or <u>B</u> .	Circles the correct vocabulary heard on tape.
e. Turns off tape recorder and gives student the answer key.	Corrects own answers, using the answer key.

Script: Cassette Tape A: Auditory Discrimination Exercise for the / $\check{z}$ / and / $d\check{z}$ / Sounds.

Instruction: Look at your worksheet and listen carefully to the words I'm going to say. Draw a circle around the picture of the vocabulary I'm going to say.

No. 1. cage	No. 6. rouge
No. 2. pigeon	No. 7. bridge
No. 3. badge	No. 8. edger
No. 4. treasures	No. 9. pajamas
No. 5. giraffe	No. 10. garage

Script: Cassette Tape B: Auditory Discrimination Exercise for the / $\check{z}$ / and / $d\check{z}$ / Sounds.

Instruction: Look at your worksheet and listen carefully to the words I'm going to say. Draw a circle around the picture of the vocabulary that has the same / $\check{z}$ / or / $d\check{z}$ / sound in the following words.

No. 1. cage	No. 6. measure
No. 2. jello	No. 7. bridge
No. 3. edger	No. 8. giraffe
No. 4. rouge	No. 9. garage
No. 5. badge	No. 10. pigeon

PHONOLOGY UNIT 15
ENGLISH CONSONANTS / z / AND / dz / AS IN MEASURE

SUGGESTED
REINFORCEMENT
ACTIVITIES

2. Listening and Pronunciation Exercise

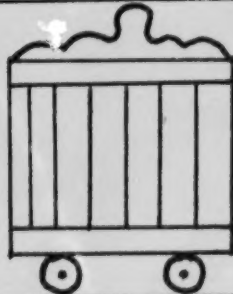
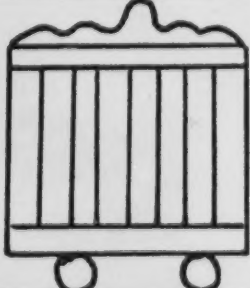
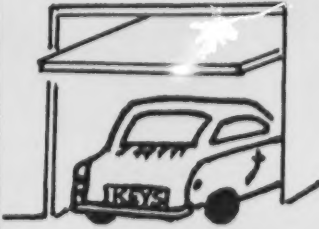
<u>Instructor</u>	<u>Student(s)</u>
a. Sets up tape recorder.	Puts on earphones.
b. Plays Tape <u>C</u> .	Listens and repeats.
c. Turns off tape recorder and gives student the picture.	Pronounces the vocabulary.
d. Sets up tape recorder on "record" with the blank tape.	Tapes vocabulary.
e. Listens to student's recording.	

Script: Cassette Tape C: Listening and Pronunciation Exercise for the / z / and / dz / Sounds.

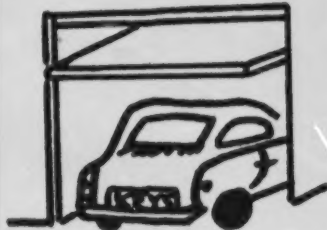
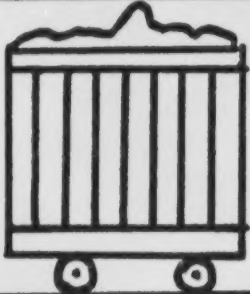
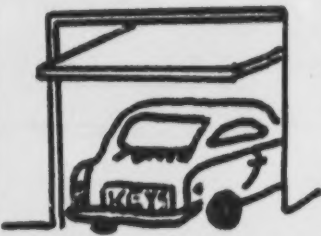
(NOTE: Allow time space for two repetitions after each vocabulary.)

- No. 1. cage
- No. 2. garage
- No. 3. rouge
- No. 4. giraffe
- No. 5. edger
- No. 6. badge
- No. 7. pigeon
- No. 8. bridge
- No. 9. treasures
- No. 10. pajamas

WORKSHEET A

1.			
2.			
3.			
4.			
5.			

WORKSHEET A

6.			
7.			
8.			
9.			
10.			

WORKSHEET B

1.



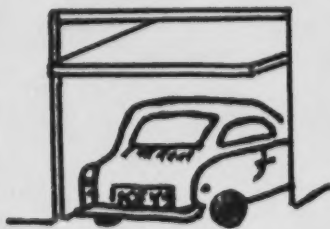
2.



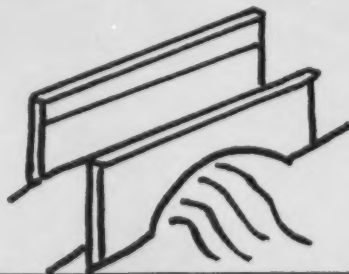
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4.

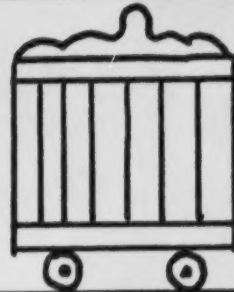


5.



WORKSHEET B

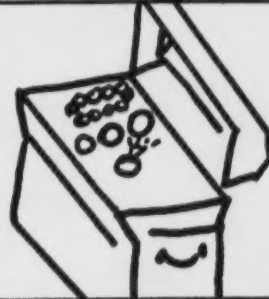
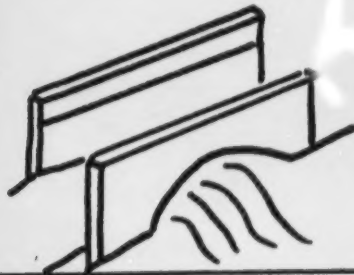
6.



7.



8.



9.

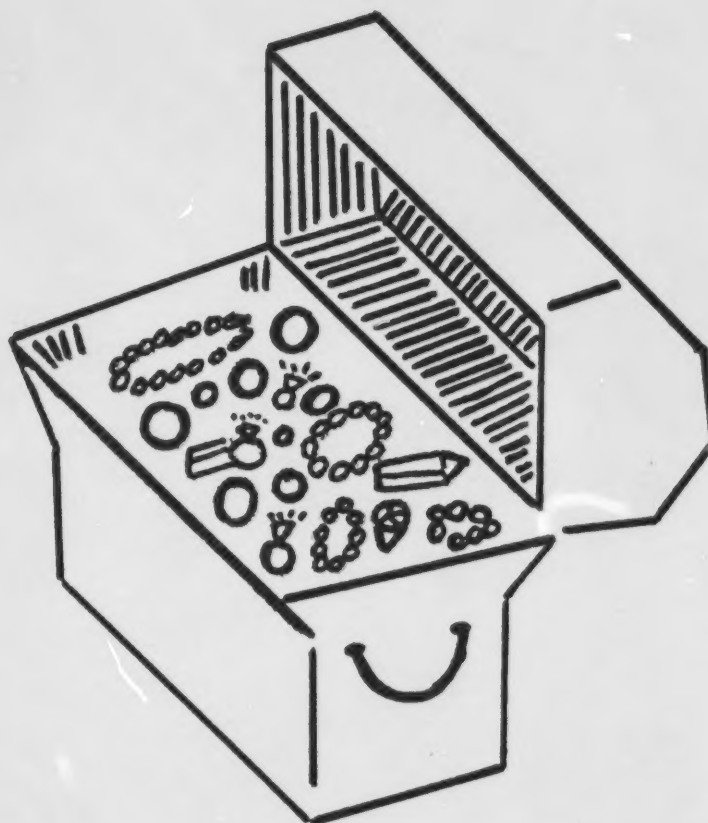


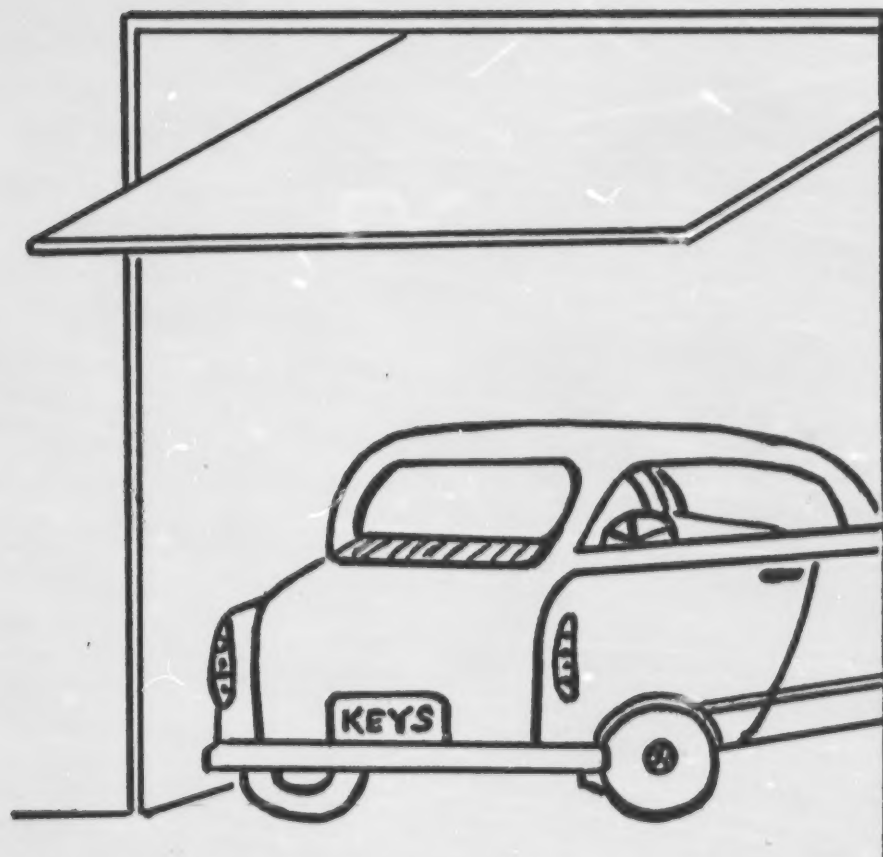
10.







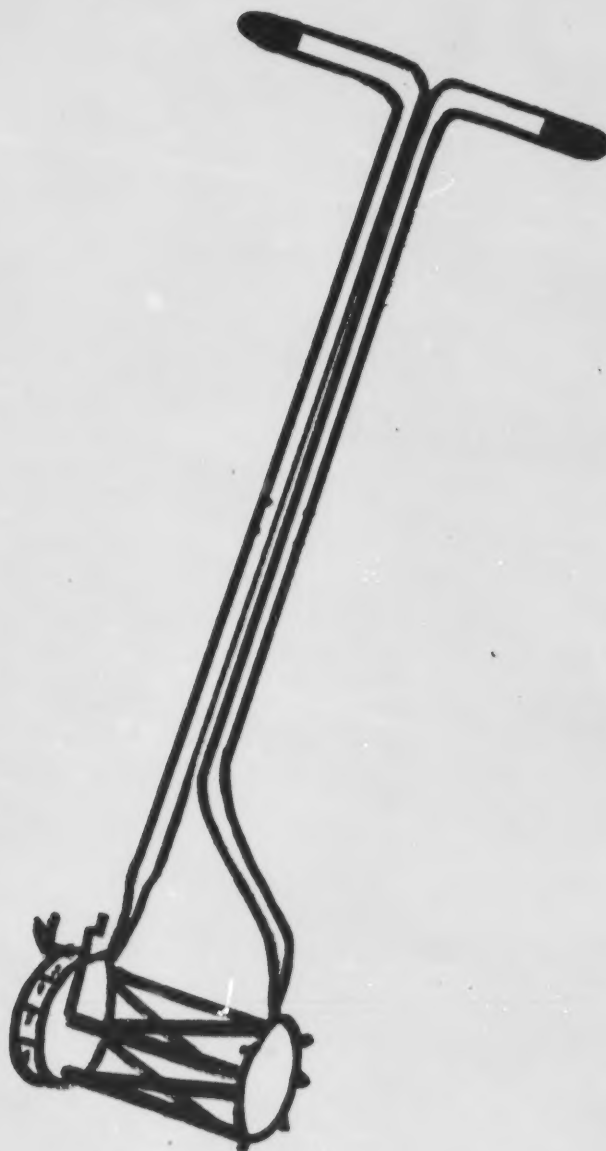












PHONOLOGY UNIT 16

SKILL	AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / fr- / AS IN <u>FROG</u>	
LANGUAGE DEVELOPMENT	Develop English vocabulary with the consonant cluster / fr- /. Learn correct sentence intonation. Ask and answer "which" questions with "want."	
MATERIALS	Peabody Articulation Cards french fries frog frying pan Ideal Picture Card fruit K.E.Y.S. Project Picture Cards refrigerator picture frame Paper Crayons or marking pens	
PROCEDURE	<u>Instructor</u>	<u>Student(s)</u>
	1. Holds up two pictures at a time and asks, "Which do I want?" Answers, "I want the _____, the _____, the _____." frog french fries fruit picture frame refrigerator frying pan	All listen.
	2. Holds up two pictures at a time and says, "I want the _____."	All repeat, "I want the _____."
	3. Holds up two pictures at a time and asks, "Which do you want?"	Answer, "I want the _____."
	4. Holds up two pictures at a time and asks, "Which do you want?"	All repeat, "Which do you want?"
	5. Asks for volunteer(s).	One student holds up two pictures at a time and asks, "Which do you want?" Puts down one picture. All others answer, "I want the _____."

PHONOLOGY UNIT 16
ENGLISH CONSONANT CLUSTER / fr- / AS IN FROG

PROCEDURE
(CONT.)

Instructor

Student(s)

6. Asks for volunteer(s).

One student holds up two pictures at a time and asks, "Which do you want?"

One student answers, "I want the _____."

FOLLOW UP

Students draw or color their own illustrations of the pictures from the Peabody Articulation Cards and the K.E.Y.S. Project Picture Cards.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up two of his own illustrations at a time and asks, "Which do you want?"

Answers, "I want the _____."

BACKGROUND
INFORMATION

The consonant cluster / fr- / presents a big problem to most of the Asian students. Both the / f / and the / r / sounds are absent in most of these languages. The combination of these two sounds makes it even more difficult for them to pronounce. They do not only tend to substitute a sound in their language for these sounds, but some often put a vowel between the two consonants, as in "fried" which becomes "falait" in Chinese.

PHONOLOGY UNIT 16
ENGLISH CONSONANT CLUSTER / fr- / AS IN FROG

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Exercise

Instructor

Student(s)

1. Gives aide a pair of picture cards and says, "Give me the ____."
 frog french fries
 fruit picture frame
 frying pan
 refrigerator
2. Gives command(s) and says, "Give me the ____."
 All repeat, "Give me the ____."
3. Asks for pairs of volunteers (Student A and B) and gives each student a pair of pictures.

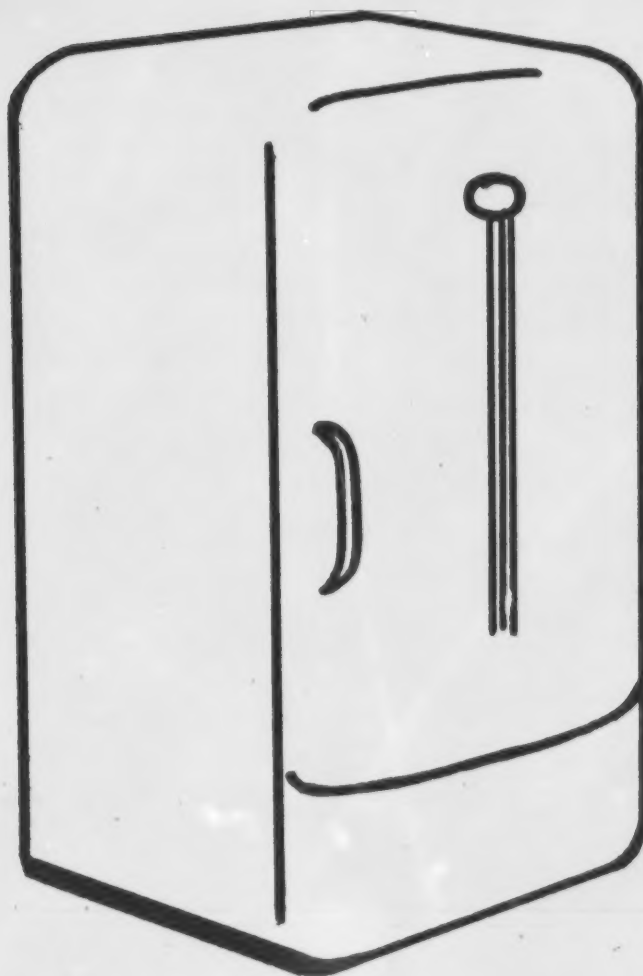
Student A

Student B

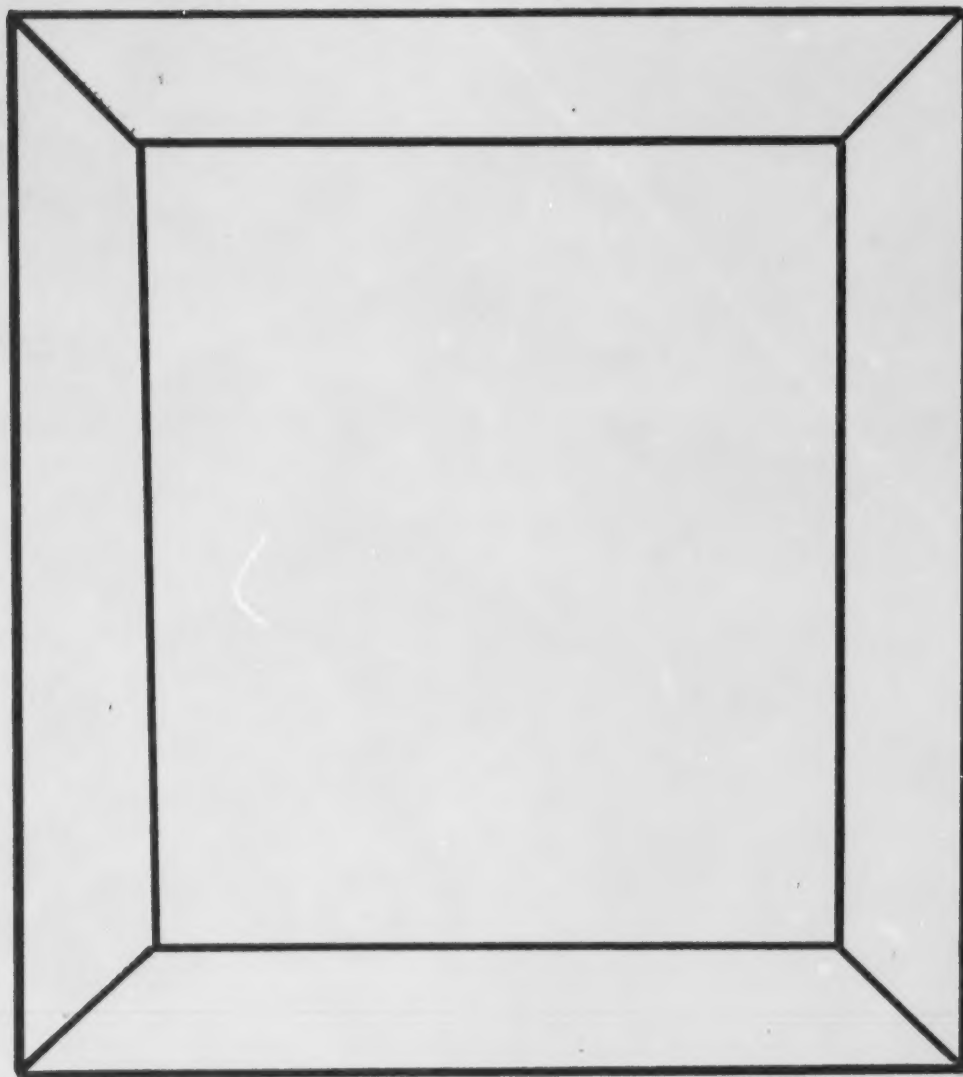
- Gives command(s) and says, "Give me the ____."
 Gives Student A the correct picture card.
4. Repeats Step 3 until all the students have pronounced the vocabulary correctly.

PHONOLOGY UNIT 16
ENGLISH CONSONANT CLUSTER /fr- / AS IN FROG

- 4 -



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KEYS Project



PHONOLOGY UNIT 17

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / tr- / AS IN TREE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / tr- /.
Learn correct sentence intonation.
Learn to ask and answer "or" questions with the verb "want"
as in:

Do you want the train or the truck?
I want the train.

MATERIALS

Peabody Articulation Cards
 tree tractor tricycle
 train trailer
 K.E.Y.S. Project Pictures
 trunk trash can
 truck mouse trap
 tray
 Paper
 Crayons or marking pens

PROCEDURE

Instructor

Student(s)

1. Holds up a pair of pictures,
one picture at a time and
asks, "Do you want the
_____ or the _____?"
Holds up one of the pic-
tures and answers, "I want
the _____, the _____,
the _____."

tree tray
train trunk
truck tricycle
trailer mouse trap
tractor trash can

All listen.

2. Holds up one of the
pictures and says, "I want
the _____."

All repeat, "I want the
_____."

3. Holds up a pair of pictures,
one picture at a time and
asks, "Do you want the
_____ or the _____?"
Holds up one of the
pictures.

All answer, "I want the
_____."

PHONOLOGY UNIT 17
ENGLISH CONSONANT CLUSTER / tr- / AS IN TREE

PROCEDURE
(CONT.)

Instructor

Student(s)

4. Holds up a pair of pictures, one picture at a time, and says, "Do you want the _____ or the _____?"

All repeat, "Do you want the _____ or the _____?"

5. Asks for volunteer(s).

One student holds up a pair of pictures, one picture at a time and asks, "Do you want the _____ or the _____?" Holds up one of the pictures.

All others answer, "I want the _____."

6. Asks for volunteer(s).

One student holds up a pair of pictures, one picture at a time and asks, "Do you want the _____ or the _____?" (Holds up one of the pictures.)

One student answers, "I want the _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up a pair of own illustrations and asks, "Do you want the _____ or the _____?"

Answers, "I want the _____."

PHONOLOGY UNIT 17
ENGLISH CONSONANT CLUSTER / tr- / AS IN TREE

BACKGROUND
INFORMATION

The consonant combination / tr- / can present a problem for Asian students. Although the consonant / t / is found in almost all these languages, the absence of the / r / sound in most of these languages still presents a problem. Not only do they substitute a / tl- / for a / tr- / sound, they also tend to insert a vowel between the consonants. A lot of practice on this consonant combination is recommended.

PHONOLOGY UNIT 17
ENGLISH CONSONANT CLUSTER / tr- / AS IN TREE

SUGGESTED
REINFORCEMENT
ACTIVITIES

Guessing Game

Instructor

1. Shuffles all the pictures cards and turns the stack of cards face down. Draws a pair of cards at a time and shows the cards to the aide. Hides the two cards behind back, puts one card back into the stack of cards face down and asks, "Do I have the _____ or the _____?"

Aide answers, "You have the _____."

2. Shuffles all the picture cards and turns the stack of cards face down. Asks for volunteers.

3. Repeats Step 2.

"What's He/She Doing?" Game (Students can play in groups of three)

Instructor

1. Points to aide and asks, (Aide puts a white onion skin paper over a picture and traces it with finger.) "What's she doing?" Answers, "She's tracing the _____."

Student(s)

Watches and listens.

One student draws a pair of cards and shows them to the next student. Hides two cards behind back, puts back one card and asks, "Do I have the _____ or the _____?"

Another student answers, "You have the _____."

Student(s)

Watches and listens.

PHONOLOGY UNIT 17
ENGLISH CONSONANT CLUSTER / tr- / AS IN TREE

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Instructor

2. Asks for volunteers.

3. Repeats Step 2.

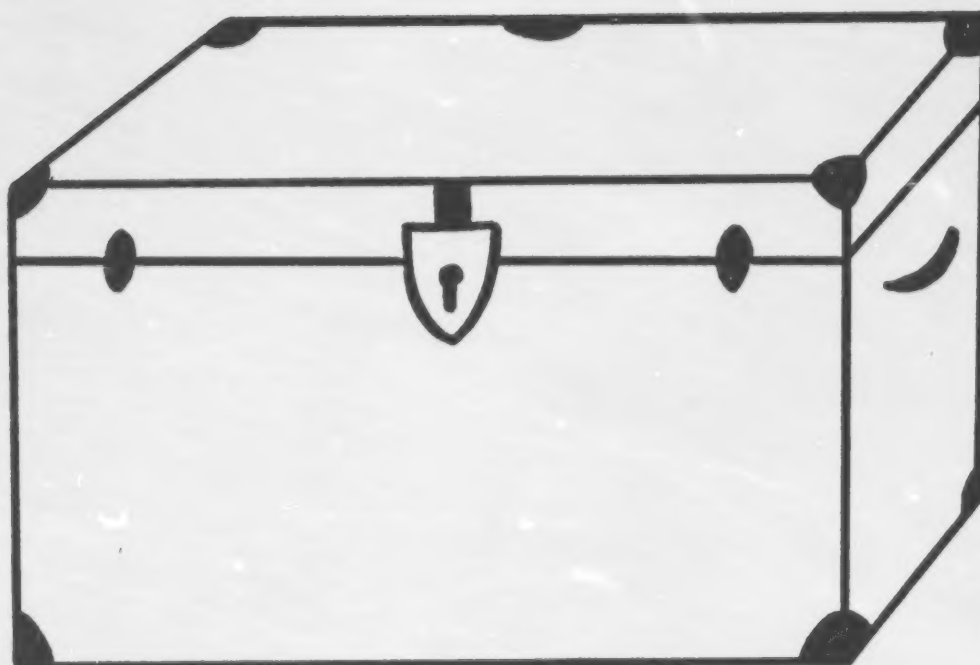
Student(s)

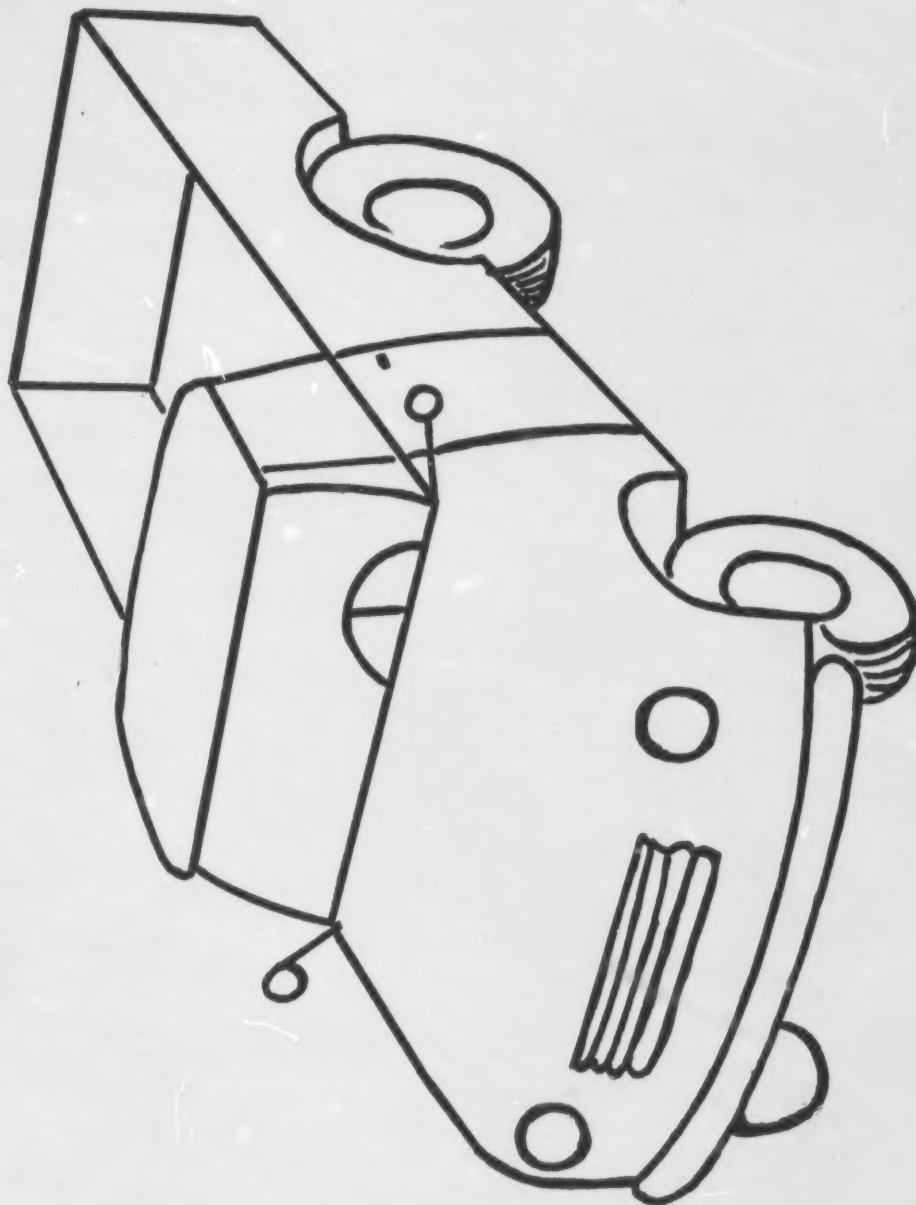
Student A traces a picture.

Student B asks Student C, "What's he/she doing?"

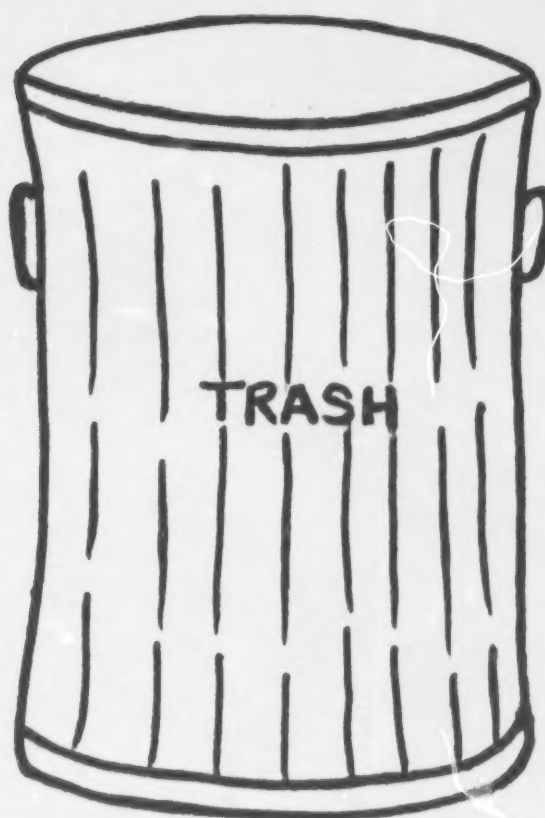
Student C answers, "He's/ She's tracing the _____."

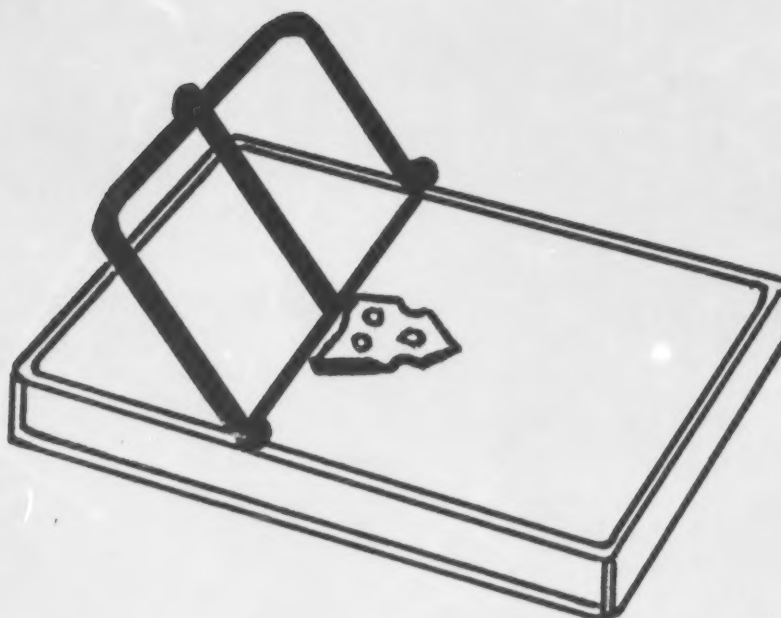
The student in the group who identifies all the actions and pronounces the vocabulary correctly wins the game.











PHONOLOGY UNIT 18

SKILL	AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / dr- / AS IN <u>DRUM</u>	
LANGUAGE DEVELOPMENT	Develop English vocabulary with the consonant cluster / dr- /. Learn correct sentence intonation. Incidental learning of the pronunciation of can / kan / in questions and statements like: What can you do? I can <u>draw</u> a circle. Develop gross motor skills.	
MATERIALS	Peabody Articulation Cards dress drive drum Ideal Picture Card dresser K.E.Y.S. Project Pictures drumstick drawer dryer Paper Crayons or marking pens	
PROCEDURE	I. <u>Instructor</u>	<u>Student(s)</u>
	1. Holds up picture(s) and asks, "What's this?" Answers, "It's a _____."	All listen.
	2. Holds up picture and says, "It's a _____."	All repeat, "It's a _____."
	3. Holds up picture and asks, "What's this?"	All answer, "It's a _____."
	4. Asks for volunteer(s).	One student holds up picture(s) and asks, "What's this?" All others answer, "It's a _____."
	5. Asks for volunteer(s).	One student holds up picture(s) and asks, "What's this?" Another student answers, "It's a _____."

PHONOLOGY UNIT 18
ENGLISH CONSONANT CLUSTER / dr- / AS IN DRUM

PROCEDURE
(CONT.)

II. Instructor

Student(s)

- | | |
|--|---|
| 1. Acts out vocabulary and asks, "What can I do?"
Answers, "I can _____,
I can _____, I can _____."
draw sew a dress
drive beat the drum
drink close the drawer
dribble | All watch and listen. |
| 2. Acts out vocabulary and says, "I can _____." | All repeat, "I can _____." |
| 3. Acts out vocabulary and asks, "What can you do?" | Act out vocabulary and answer, "I can _____." |
| 4. Acts out vocabulary and says, "What can you do?" | All repeat, "What can you do?" |
| 5. Asks for volunteer(s).
Acts out vocabulary as cue. | One student asks, "What can you do?"

All others act out vocabulary and answer, "I can _____." |
| 6. Asks for volunteer(s).
Acts out vocabulary as cue. | One student asks, "What can you do?"

Another student acts out vocabulary and answers, "I can _____." |

FOLLOW UP

Students draw and color own illustrations of the pictures from the Peabody Articulation Cards and K.E.Y.S. Project Pictures.

PHONOLOGY UNIT 18
ENGLISH CONSONANT CLUSTER / dr- / AS IN DRUM

EVALUATION

1. Instructor

Pronounces vocabulary.

Student(s)

Holds up own illustration to match vocabulary.

2. Paired students

Student

Holds up picture(s) and asks, "What's this?"

Student

Answers, "It's a ____."

BACKGROUND
INFORMATION

The / dr- / consonant combination is very likely to be a problem for Chinese, Korean, and Samoan students because both the / d / and / r / sounds are absent in their languages. A very common substitution by the speakers of these languages for the / dr- / sounds are / t / and / l / respectively. As in other consonant clusters, there is a tendency to add a vowel between the consonants, thus more practice is needed on this sound combination.

PHONOLOGY UNIT 18
ENGLISH CONSONANT CLUSTER / dr- / AS IN DRUM

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Follow the Leader" Game (Students can be in groups of three or more.)

Instructor

Students

1. Acts out vocabulary, gives command(s) and says, "Simon says, _____."
draw a (a circle).
drive (a car).
drink (water).
dribble (the ball).
sew a dress.
beat the drum.
close the drawer.

All watch and listen.

2. Acts out vocabulary, gives command(s) and says, "Simon says, _____."

Follow the command.

3. Acts out vocabulary, gives command(s) and says, "Simon says, _____."

Repeat, "Simon says, _____."

4. Asks for volunteer(s).

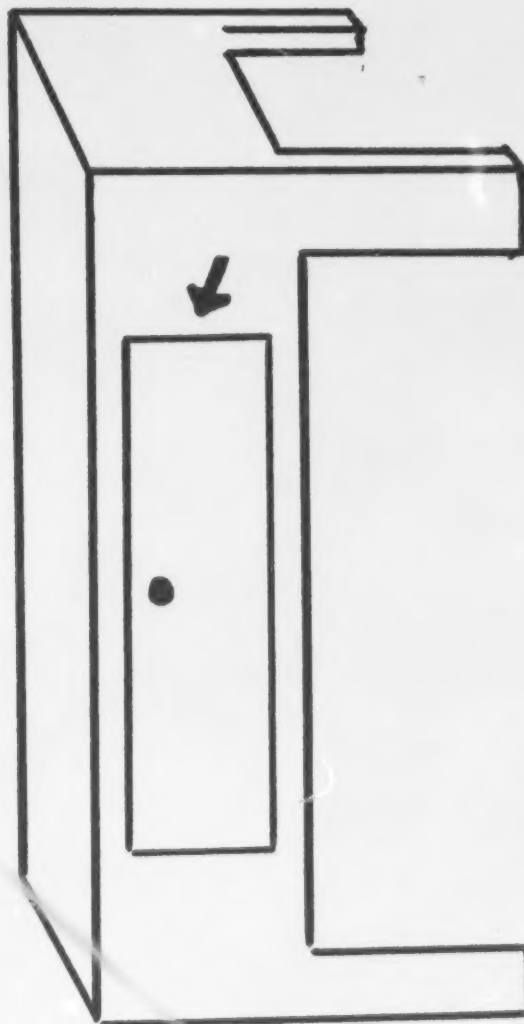
One student acts out vocabulary, gives command(s) and says, "Simon says, _____."

All others follow the command.

5. Repeats Step 4.

One student acts out vocabulary, gives command(s) and says, "Simon says, _____."







PHONOLOGY UNIT 19

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / br- / AS IN BREAD

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / br- /.
Learn correct sentence intonation.
Give and follow simple commands like:

Bring me the _____.
Brush your { teeth.
 shoes.
 hair.

MATERIALS

Peabody Articulation Cards
bread bridge toothbrush
broom zebra
brush umbrella
Ideal Picture Card
branch
K.E.Y.S Project Pictures
bracelet bricks
Paper
Crayon or marking pen

PROCEDURE

- | I. <u>Instructor</u> | <u>Student(s)</u> |
|--|---|
| 1. Holds up picture(s) and says, "What's this?"
Answers, "It's (a) _____, (a) _____,
(a) _____."
bread bridge zebra
broom bricks umbrella
brush bracelet toothbrush
branch | All listen. |
| 2. Holds up picture(s) and says, "It's (a) _____." | All repeat, "It's (a) _____." |
| 3. Holds up pictures and asks, "What's this?" | All answer, "It's (a) _____." |
| 4. Asks for volunteer(s). | One student holds up picture(s) and asks, "What this?"

All others answer, "It's (a) _____" |

PHONOLOGY UNIT 19
ENGLISH CONSONANT CLUSTER / br- / AS IN BREAD

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's this?"

One student answers, "It's (a) _____."

II. Instructor

Student(s)

(NOTE: Line up all the picture cards on the chalkboard ledge.)

1. Gives aide command(s) and says, "Bring me the _____."

All watch and listen.

bread	toothbrush
broom	umbrella
brush	bridge
bracelet	bricks
zebra	branch

Aide follows the command(s).

2. Holds up picture(s) and says, "Bring (me) the _____."

All repeat, "Bring (me) the _____."

3. Holds up picture(s).

All give command(s) and says, "Bring (me) the _____."

4. Asks for volunteer(s). Holds up picture(s).

All give the command(s). "Bring the _____."

One student gets the card(s) from the instructor and brings it to his seat.

5. Asks for volunteer(s).

One student gives the command(s), "Bring (me) the _____."

Another student gets the card from the chalkboard and takes it to his seat (or gives it to the student).

PHONOLOGY UNIT 19
ENGLISH CONSONANT CLUSTER / br- / AS IN BREAD

FOLLOW UP Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION	1. <u>Instructor</u>	<u>Student(s)</u>
	Pronounces vocabulary.	Holds up own picture of vocabulary.

2. <u>Paired students</u>	
<u>Student</u>	<u>Student</u>
Gives command(s) and says, "Bring (me) the _____."	Follows the command(s).

BACKGROUND INFORMATION	In addition to the problem of the absence of the / r / sound in many of the Asian languages, Korean and Chinese students also have problems with the / b / sound because it does not exist in these two languages. The pronunciation of the consonant combination / br- / thus presents a big problem especially for these two groups of speakers. They often substitute a / p / for a / b / resulting in substitution as: <u>pled</u> for <u>bread</u> . Korean and Chinese students should be given special practice in voicing the / p / sound to produce the / b / sound.
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PHONOLOGY UNIT 19
ENGLISH CONSONANT CLUSTER / br- / AS IN BREAD

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Follow the Leader" Game

1. Group Activity (Students can be in groups of three or more.)

Instructor

Student(s)

- a. Acts out command(s) and says, "Brush your _____."
teeth
hair
shoes

All watch and listen.

- b. Gives command(s) and says "Simon says, brush your _____."

All follow (act out) the command(s).

- c. Gives command(s) and says, "Simon says, brush your _____."

All repeat, "Simon says, brush your _____."

- d. Asks for volunteer(s).

One student volunteer gives the command(s) and says, "Simon says, brush your _____."

All other students follow the command(s).

Another student volunteer gives the command(s) and says, "Simon says, brush your _____."

- e. Repeats Step d.

2. Paired Activity

- a. Asks for volunteers.

One student volunteer gives a command and says, "Bring me the _____."

Another student follows the command.

- b. Repeats Step a.



PHONOLOGY UNIT 20

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / kr- / AS IN CROWN

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / kr- /.
Learn correct sentence intonation.
Learn to ask and answer "what" questions like:
What's the baby doing?
The baby's crying.

MATERIALS

Peabody Articulation Cards
ice cream cone crackers
Ideal Picture Cards
crib crown
K.E.Y.S. Project Pictures
cricket crutch
crow cross
crane crack
crab crayon
crocodile
Demonstrate:
crying
crawling
creeping
Paper
Crayons or marking pens

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) and identifies, "This is a _____, a _____, a _____."
crib crutch
crow cross
crane crack
crab crayon
cricket crocodile
crown ice cream cone

All listen.

2. Holds up picture(s) and asks, "What's this?"
Answers, "It's a _____."

All repeat, "It's a _____."

3. Holds up picture(s) and asks, "What's this?"

All answer, "It's a _____."

PHONOLOGY UNIT 20
ENGLISH CONSONANT CLUSTER / kr- / AS IN CROWN

PROCEDURE
(CONT.)

Instructor

4. Asks for volunteer(s).

5. Asks for volunteer(s).

Student(s)

One student holds up picture(s) and asks, "What's this?"

All others answer, "It's a _____."

One student holds up picture(s) and asks, "What's this?"

Another student answers, "It's a _____."

II. Instructor

1. Holds up picture(s) and asks, "What's the _____ doing?"

Answers, "The _____'s
_____.
baby's crying
baby's crawling
cricket's crawling
crocodile's creeping

2. Holds up picture(s) and says, "The _____'s
_____."

3. Holds up picture(s) and asks, "What's the _____ doing?"

4. Asks for volunteer(s).

Student(s)

All listen.

All repeat, "The _____'s
_____."

All answer, "The _____'s
_____."

One student holds up picture(s) and asks, "What's the _____ doing."

All others answer, "The _____'s _____."

PHONOLOGY UNIT 20
ENGLISH CONSONANT CLUSTER / kr- / AS IN CROWN

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteer(s).

One student holds up picture(s) and asks, "What's the _____ doing?"

Another student answers, "The _____'s _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

As in all the consonant combinations, Asian students are likely to have difficulty with the / kr- / sound. Not only are they likely to substitute a / kl- / for / kr- / but they will tend to insert a vowel between the consonants. More practice is needed in using this sound.

PHONOLOGY UNIT 20
ENGLISH CONSONANT CLUSTER / kr- / AS IN CROWN

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

1. Individual Activity

Instructor

- a. Shuffles all noun and action cards and turns the stack of cards face down.

- b. Repeats Step "a" until student pronounces all vocabulary cards correctly.

2. Paired Activity

Instructor

- a. Shuffles all the noun and action cards and turns the stack of cards face down.

Student

Draws five cards, one card at a time, and pronounces vocabulary. "It's a _____." / "The _____'s _____."

Keeps card if pronounced correctly. If not, puts card back under the stack of cards.

Repeats Step "a" until all the vocabulary cards are pronounced correctly.

Student(s)

Student A draws a picture from the top of the stack of cards, holds it up and asks, "What's this?" / "What's the _____ doing?"

Student B answers, "It's a _____." / "The _____'s _____."

Student B draws the next card from the stack and asks, "What's this?" / "What's the _____ doing?"

Student A answers, "It's a _____." / "The _____'s _____."

PHONOLOGY UNIT 20
ENGLISH CONSONANT CLUSTER / kr- / AS IN CROWN

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

- b. Has students ask questions alternately until all the vocabulary words in the stack are pronounced correctly.

Repeats Step "a" until all the vocabulary words are pronounced correctly.

(NOTE: The student who has more cards at the end of the activity wins the game.)

Auditory and Pronunciation Exercise

MATERIALS: Picture cards used in the lesson for / kr- / sound
Tape recorder with earphones
Blank cassette tape

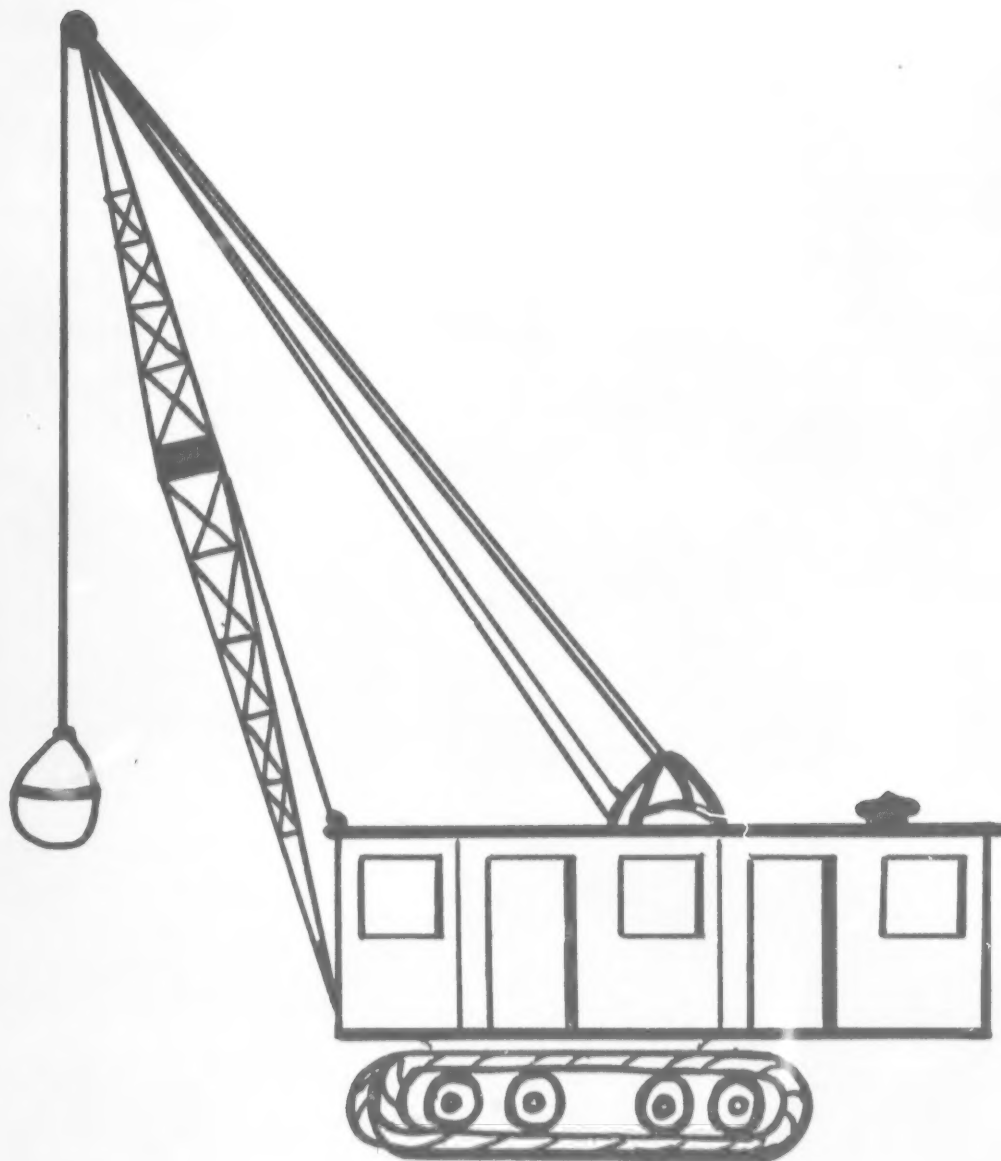
Arrange cards in the order they are pronounced on the tape.

Instructor

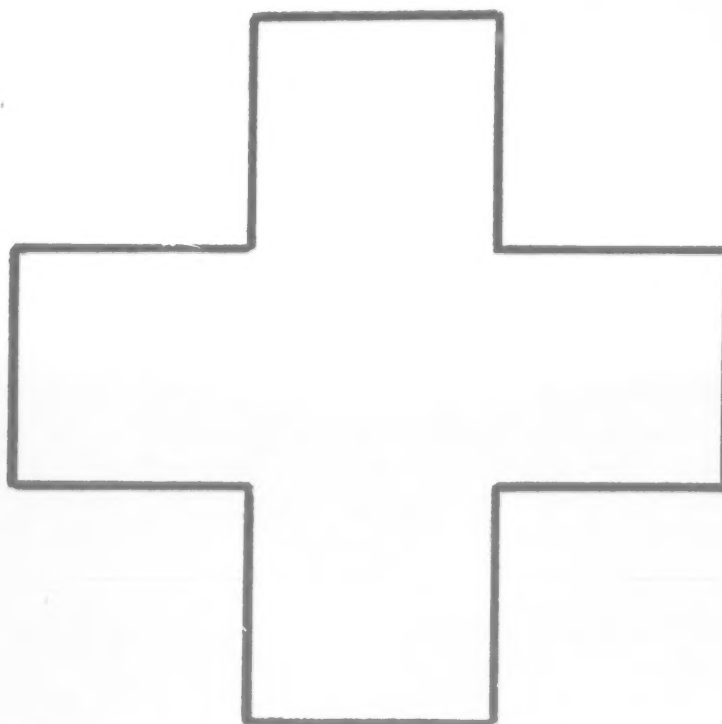
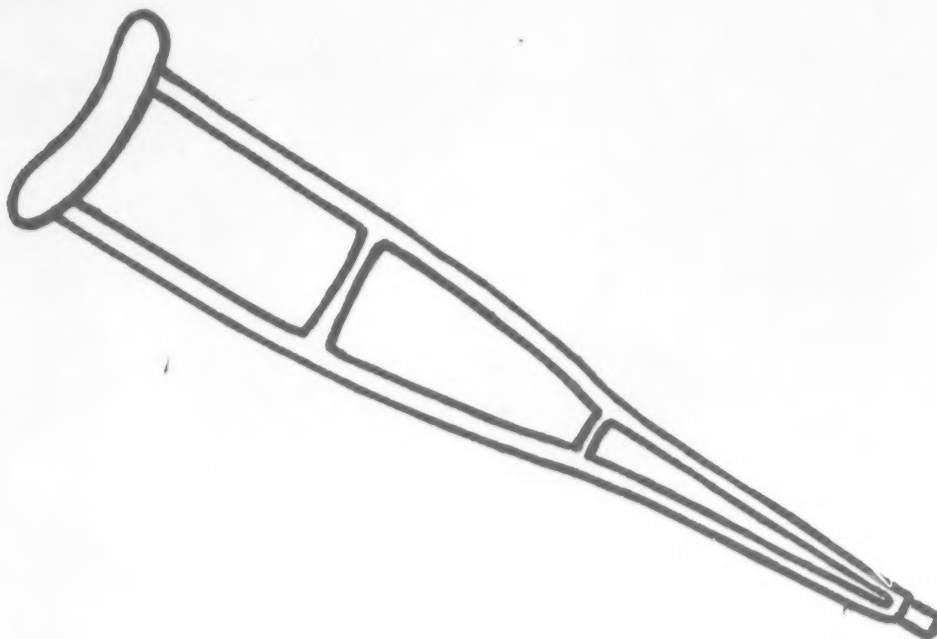
Student(s)

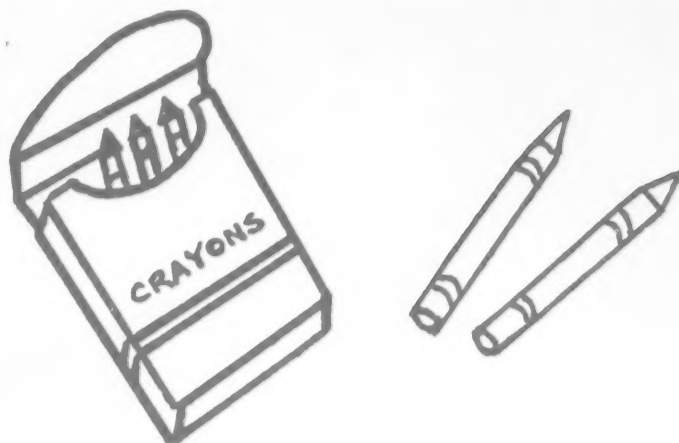
- | | |
|---|--|
| a. Sets up tape recorder. | Puts on earphones. |
| b. Plays tape. | Listens and repeats. |
| c. Turns off tape recorder and gives student the stack of vocabulary cards. | Pronounces the vocabulary, "It's a _____." |
| d. Sets tape recorder on recorder. | Tapes vocabulary, "It's a _____." |
| e. Listens to student's recording. | |











PHONOLOGY UNIT 21

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / gr- / AS IN GRAPE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / gr- /.
Learn correct phrase and sentence stress.
Learn correct sentence intonation.
Develop gross motor skills by responding to commands like:

Grip my hand.

Grip my hand.

Grasp my hand.

Learn to ask who and what questions.

MATERIALS

Peabody Articulation Cards

grapes grandmother

grasshopper grandfather

K.E.Y.S. Project Pictures

greyhound

grocery store

grizzly bear

Paper

Crayon or marking pen

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "Who's/What's this?"

Answers, "It's (a) _____."

(a) _____, (a) _____."

grasshopper grizzly bear

greyhound grandfather

grocery store grandmother

All listen.

2. Holds up picture(s) and asks, "Who's/What's this?"

"It's (a) _____."

All repeat, "It's (a) _____."

3. Holds up picture(s) and asks, "Who's/What's this?"

All answer, "It's (a) _____."

4. Asks for volunteer(s).

One student holds up a picture and asks, "Who's/What's this?"

All others answer, "It's a _____."

PHONOLOGY UNIT 21
ENGLISH CONSONANT CLUSTER / gr- / AS IN GRAPE

PROCEDURE
(CONT.)

5. Asks for volunteer(s).

One student holds up a picture and asks, "Who's/What's this?"

One student answers, "It's (a) _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "Who's/What's this?"

Answers, "It's (a) _____."

BACKGROUND
INFORMATION

The consonant / g / as in go is not found in Chinese, Korean, and Samoan languages. The absence of both / g / and / r / in these languages (except in Mandarin where the / r / occurs initially) will make it very difficult for speakers of these languages to pronounce the / gr- / combination. Again they would tend to substitute a / kl- / combination for this sound and insert a vowel between the consonants. Practice on the voicing of the / k / sound to produce the / g / sound is necessary.

It's also important to give students more practice on the use of correct stress and intonation in the phrases used in this lesson.

PHONOLOGY UNIT 21
ENGLISH CONSONANT CLUSTER / gr- / AS IN GRAPE

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Follow the Leader" Game

Instructor

1. Gives aide commands.
"Grin for me."
"Grip my hand."
"Grasp my hand."
Aide follows commands.
2. Gives commands.
3. Gives commands.
4. Divides students in groups
of four or more.

Students

All watch and listen.

All follow commands.

All repeat commands.

Each student in the group
takes a turn as leader
and says, "Simon says,
_____."

All other students in the
group follow the commands.

Identification Game

1. Individual Activity

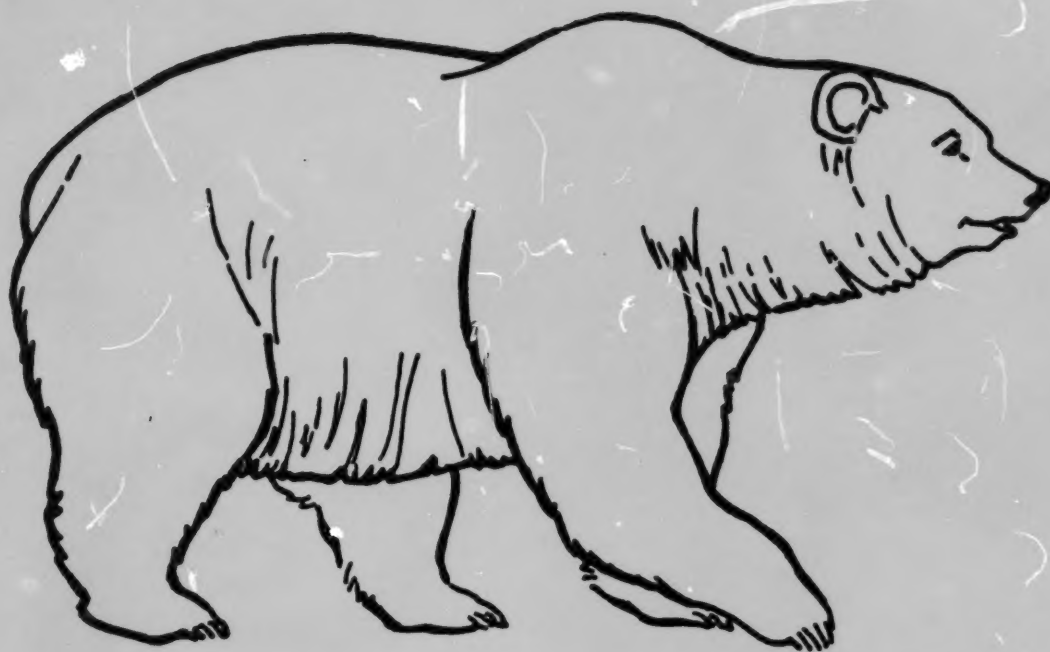
- a. Student shuffles the picture cards and stacks them
face down.
- b. Draws one card at a time and identifies the picture.
- c. Repeats Step "a" until all the pictures are identified
and pronounced correctly.

2. Paired Activity

- a. Each student shuffles picture cards alternately and
stacks them face down.
- b. Each student draws one card at a time alternately and
identifies the picture. If vocabulary is pronounced
correctly, he keeps the card. If not, he puts the
card back at the bottom of the stack of cards.
- c. Repeats Step "a" until all the vocabulary words are
identified and pronounced correctly.

(NOTE: The student with the most number of picture
cards wins the game.)





PHONOLOGY UNIT 22

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / thr- / AS IN THREE AND / tr- / AS IN TREE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant clusters / thr- /
and / tr- /.

MATERIALS

Peabody Articulation Cards

tree tractor tricycle
train trailer

K.E.Y.S. Project Pictures

three thread throw pillow
throne throat

Paper

Crayons or marking pens

"Bingo" Game Worksheets: / thr- / and / tr- /

Corn or bean seeds (six for each student)

1 cardboard box

12 one-inch paper squares with the vocabulary words written
on them

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and
asks, "What's this?"

All listen.

Answers, "It's a _____,
a _____, a _____."

(NOTE: Present the words
with the / thr- /
sound first.)

three tree
thread train
throne tractor
throw pillow trailer
throat tricycle

2. Holds up picture(s) and
asks, "What's this?"
Answers, "It's a _____."

All repeat, "It's a
_____."

3. Holds up pictures at random
and asks, "What's this?"

All answer, "It's a
_____."

4. Asks for volunteer(s).

One student holds up
picture and asks, "What's
this?"

Others answer, "It's a
_____."

PHONOLOGY UNIT 22

ENGLISH CONSONANT CLUSTER / thr- / AS IN THREE AND / tr- / AS IN TREE

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteers.

One student holds up picture and asks, "What's this?"

Another student answers, "It's a _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match the vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

The / Or / consonant combination is very difficult for almost all the Asian students. This is due to the absence of both the / Or / and / r / sounds in these languages. As in the / Or / sound, Asians would substitute a / t / or / s /, resulting in a combination like / t-Vl / or / t-Vowel-l / and / s-Vl / or / s-Vowel-l /. Example: telee or selee for three. If they have learned the / tr- / sound, they are likely to substitute this sound for / Or /. More listening discrimination practice should be given for the / Or / sound.

PHONOLOGY UNIT 22

ENGLISH CONSONANT CLUSTER / thr- / AS IN THREE AND / tr- / AS IN TREE

SUGGESTED
REINFORCEMENT
ACTIVITY

"Bingo" Game

MATERIALS: "Bingo" Game Worksheets: / thr- / and / tr- /
sounds
Corn or bean seeds (six for each student)
1 cardboard box
12 one-inch paper squares with the vocabulary
words written in each square and rolled up

Instructor

Student(s)

1. Gives each student a "Bingo" game worksheet, six corn or bean seeds, and explains the activity.
2. Shakes the rolled paper squares in the box, unrolls six paper squares, one at a time, and pronounces the vocabulary.
3. Draws the "Bingo" worksheet on the board and marks the squares of the vocabulary pronounced.

Look at worksheet and listen.

Listen to the vocabulary pronounced and place seed on picture on the worksheet that matches the vocabulary.

Corrects the worksheet using the correctly marked worksheet on the board.

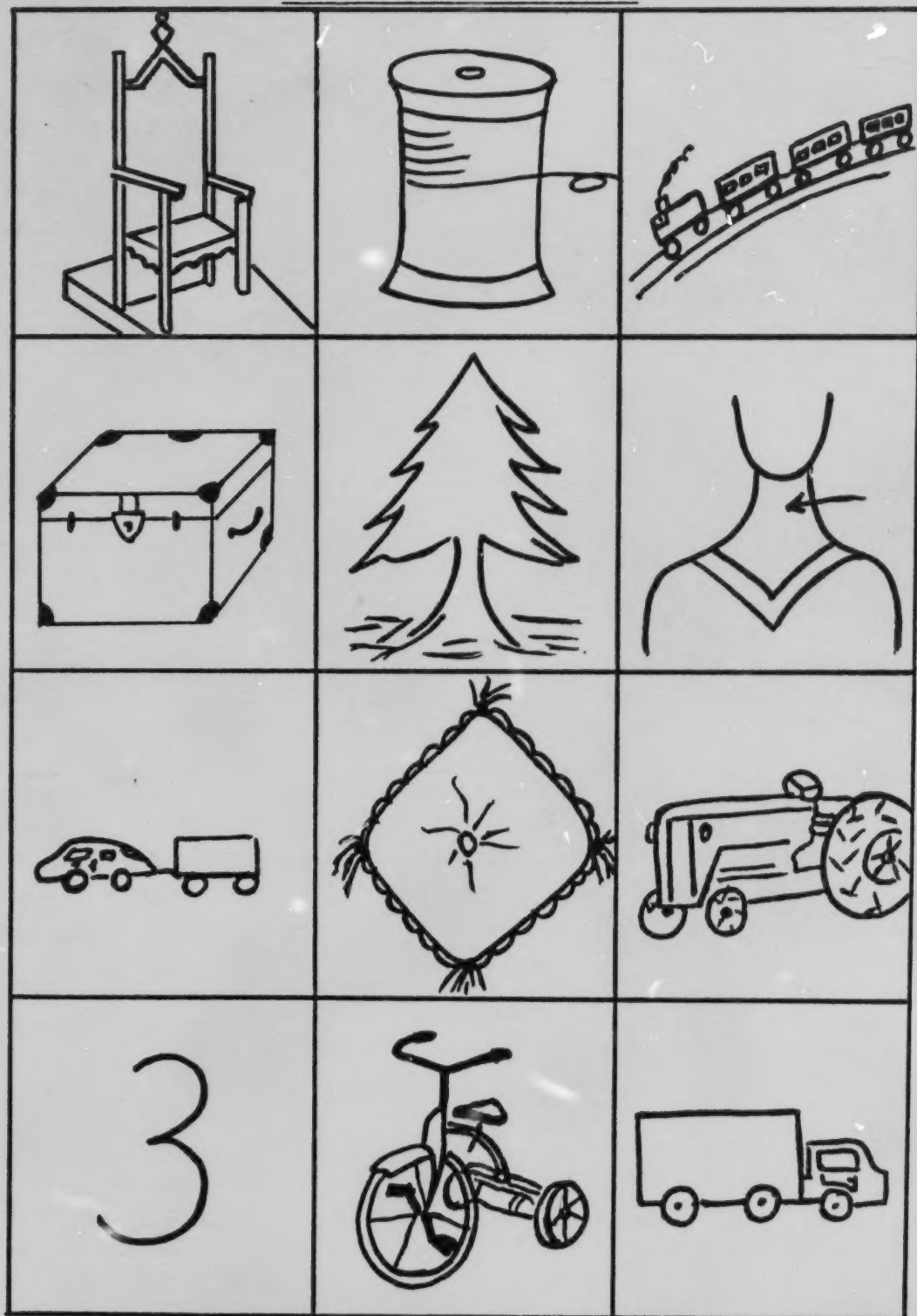
Students who get perfectly marked worksheets get one point.

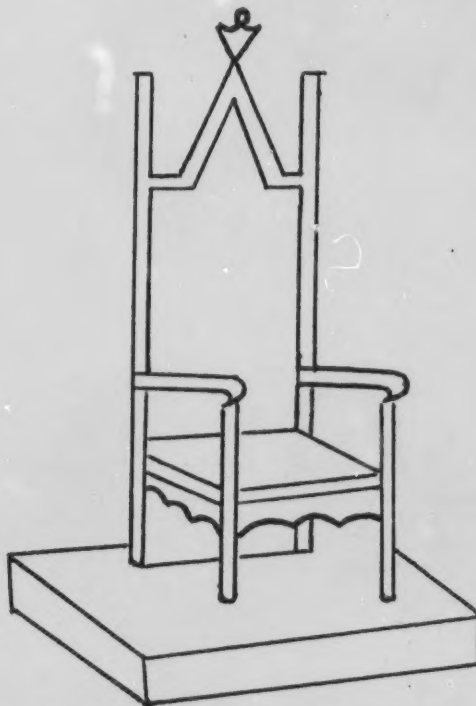
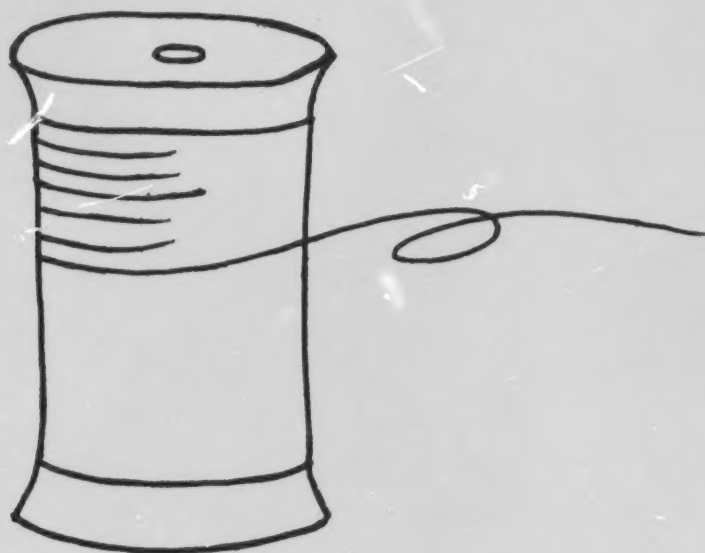
4. Repeats Steps 2 and 3.

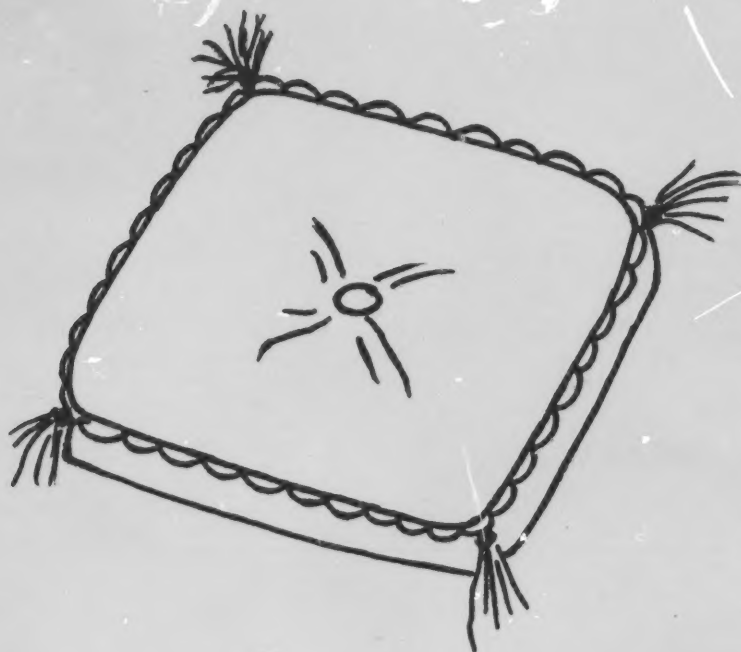
Repeat Steps 2 and 3.

(NOTE: The student who gets the most number of points at the end of the activity wins the game.)

BINGO WORKSHEET







PHONOLOGY UNIT 23

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / sp- / AS IN SPOON

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / sp- /.
Learn correct sentence intonation.
Learn to ask "yes-no" questions and give complete negative response like: Do I have a spool?
No, you have a spoon.

MATERIALS

Peabody Articulation Cards
 spoon spider spinach
K.E.Y.S. Project Pictures
 sparrow space space suit
 spiral spear
 spool sponge
 spot spatula
Paper
Crayons or marking pens
Cassette tape
Cassette tape recorder with earphones
Auditory Discrimination Exercise for the / sp- / sound
Worksheets: Auditory Discrimination Exercise for the / sp- / sound

PROCEDURE

- | <u>Instructor</u> | <u>Student(s)</u> |
|--|-------------------------------------|
| 1. Holds up picture(s) and asks, "Do I have the _____?"
Answers, "No, I have the _____."
spoon spot spool
spiral spade spear
sponge spider spinach
spatula sparrow
space suit | All listen. |
| 2. Holds up picture(s) and asks, "Do I have a _____?"
"Answers, "No, you have a _____." | All repeat, "No, you have a _____." |
| 3. Holds up picture(s) and asks, "Do I have a _____?" | All answer, "No, you have a _____." |

PHONOLOGY UNIT 23
ENGLISH CONSONANT CLUSTER / sp- / AS IN SPOON

PROCEDURE
(CONT.)

Instructor

Student(s)

4. Asks for volunteer(s).

One student holds up picture(s) and asks, "Do I have a _____?"

All others answer, "No, you have a _____."

5. Asks for volunteers.

One student holds up picture(s) and asks, "Do I have a _____?"

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up picture to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "Do I have a _____?"

Answers, "Do you have a _____?"

BACKGROUND
INFORMATION

Asian students have difficulty with the / s / sound when it is followed by a consonant in the initial position and will therefore need additional practice with the / sp- / consonant combination.

Filipino students tend to precede / s / in the / sC / or / s-Consonant / combination with a vowel. Example: espoon for spoon. Having students prolong the initial / s / might help. Example: / ssspoon / for spoon.

Chinese, Japanese, and Korean students have CV or Consonant Vowel type of words in their languages and will also have difficulty with the / sC / combination. There is a tendency for these students to insert a vowel after the consonant. Example: si-tam (C) for stamp, do-re-su (J) for dress, and gol-pu (K) for golf.

PHONOLOGY UNIT 23
ENGLISH CONSONANT CLUSTER / sp- / AS IN SPOON

SUGGESTED
REINFORCEMENT
ACTIVITY

Auditory Discrimination Exercise

MATERIALS: Tape recorder with earphones
Cassette tape: Auditory Discrimination
Exercise for the / sp- / sound
Worksheets: Auditory Discrimination Exercise
for the / sp- / sound
Pencils

Instructor

Student

- | | |
|--|--|
| 1. Sets up tape recorder. | Watches. |
| 2. Explains activity. | Listens. |
| 3. Gives student earphones and worksheets. | Puts on earphones and writes name on worksheets. |
| 4. Plays tape. | Circles the correct vocabulary heard on tape. |
| 5. Turns off tape recorder and gives student the key to the answers. | Corrects own answers, using the key. |

Script: Cassette tape: Auditory Discrimination Exercise
for the / sp- / sound

Instructions: Look at your worksheets and listen carefully to the words I'm going to say. Draw a circle around the picture of the vocabulary that has the / sp- / sound.

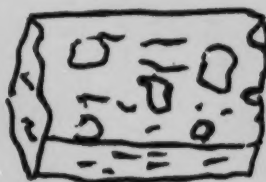
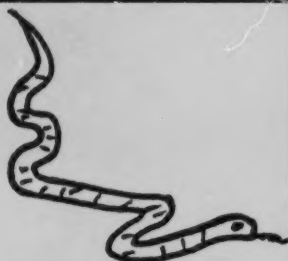
Number 1.	spoon	skirt	star
Number 2.	snake	sponge	stool
Number 3.	stick	spatula	skis
Number 4.	skate	spade	stamp
Number 5.	stone	spool	sled
Number 6.	star	spiral	snake
Number 7.	skirt	stick	spear
Number 8.	sled	stamp	spot
Number 9.	sparrow	skis	stone
Number 10.	stop sign	spinach	skate

WORKSHEET

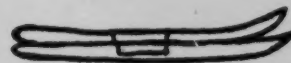
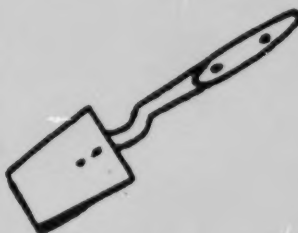
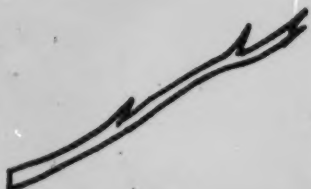
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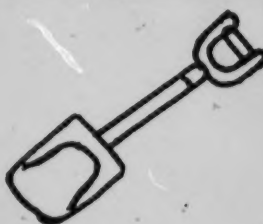
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3.



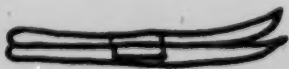
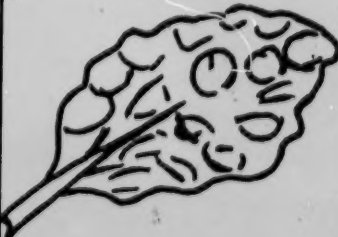
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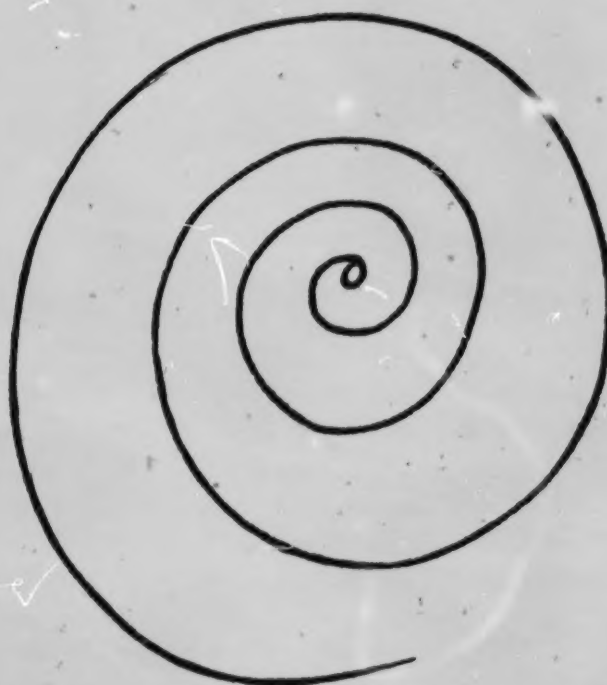


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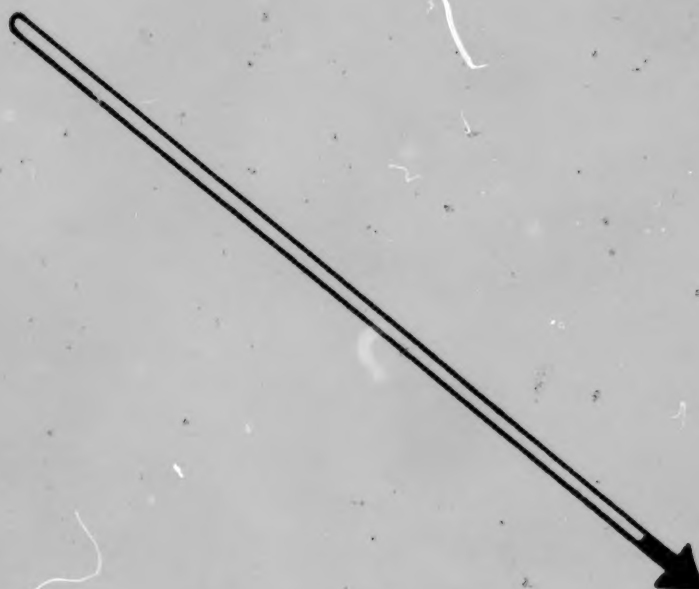


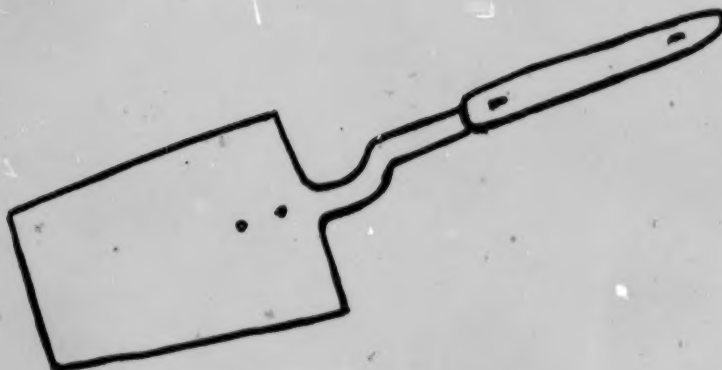
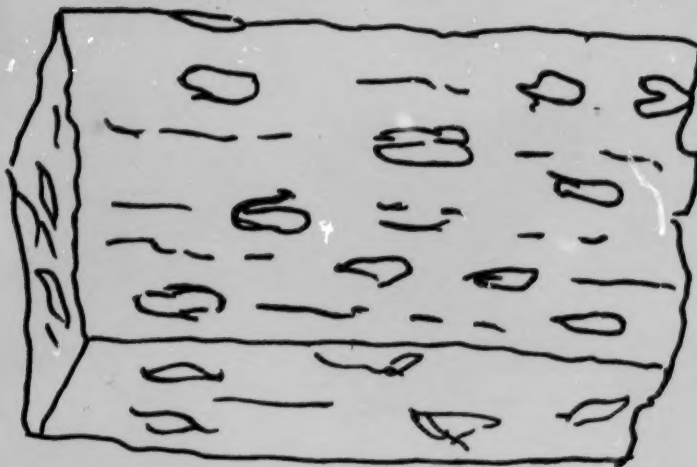
WORKSHEET

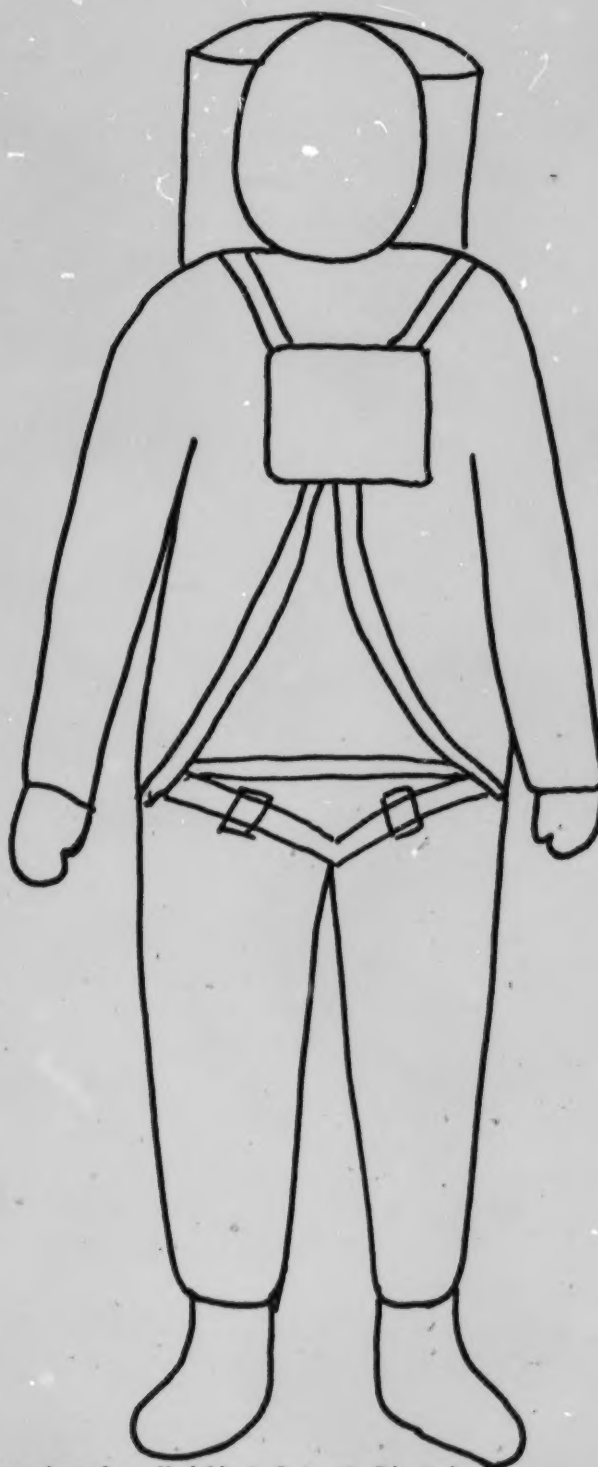
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PHONOLOGY UNIT 24

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / st- / AS IN STOVE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / st- /.
 Develop body image.
 Develop gross motor skills.
 Learn correct sentence intonation.
 Learn to give and follow commands like:
 Step forward/backward.
 Stamp your right/left foot.
 Stand on your right/left foot.

MATERIALS

Peabody Articulation Cards
 star stop stove
 Ideal Picture Cards
 stairs stop sign
 K.E.Y.S. Project Pictures
 stork steering wheel
 stamp stick
 stain stool
 Paper
 Crayon or marking pen

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?"
 Answers, "It's a _____,"
 a _____ a _____."
 star stick
 stove stool
 stop sign stain
 stork steering wheel
 stamp

All listen.

2. Holds up picture(s) and says, "It's a _____."
3. Holds up picture(s) and asks, "What's this?"
4. Asks for volunteer(s).

All repeat, "It's a _____."

All answer, "It's a _____."

One student holds up picture(s) and asks, "What's this?"

All others answer, "It's a _____."

PHONOLOGY UNIT 24
ENGLISH CONSONANT CLUSTER / st- / AS IN STOVE

PROCEDURE
(CONT.)

Instructor

5. Asks for volunteers.

Student(s)

One student holds up picture(s) and asks, "What's this?"

Another student answers, "It's a _____."

II. Instructor

1. Gives aide command(s) and says, "_____."
Step forward/backward.
Stamp your right/left foot.
Stand on your right/left foot.

Aide performs command(s).

2. Gives and performs command(s) and says, "_____."
3. Gives and performs command(s) and says, "_____."
4. Gives command(s) and says, "_____."
5. Asks for volunteer(s).
6. Asks for volunteer(s).

Student(s)

All watch and listen.

All perform command(s).

All repeat command(s) and say, "_____."

All perform and repeat command(s) and say, "_____."

One student gives command(s) and says, "_____."

All others perform command(s).

One student gives command(s) and says, "_____."

Another student performs command(s).

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

PHONOLOGY UNIT 24
ENGLISH CONSONANT CLUSTER / st- / AS IN STOVE

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up picture(s) and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

Asian students have difficulty with the / s / sound when it is followed by a consonant in the initial position and will therefore need additional practice with the / st- / consonant cluster.

Filipino students tend to precede / s / in the / sC / or / s-Consonant / combination with a vowel. Example: estar for star. Having students prolong the initial / s / might help. Example: / sssstar / for star.

Chinese, Japanese, and Korean students have CV or Consonant Vowel type of words in their languages and will also have difficulty with the / sC / combination. There is a tendency for these students to insert a vowel after the consonant. Example: si-tam (C) for stamp, do-re-su (J) for dress, and gol-pu (K) for golf.

PHONOLOGY UNIT 24
ENGLISH CONSONANT CLUSTER / st- / AS IN STOVE

SUGGESTED
REINFORCEMENT
ACTIVITIES

"Pick and Choose" Game

Place several cards face down. Let players decide which card he wants; before he takes the card, he must say the word twice.

Player: "Star, Star, I want a Star."

After all players select their cards,

Teacher: "Do you have a Stick?"

Player: "Yes, I do." or "No, I don't. I have a Star."

"Follow the Leader" Game

Three or more students can play the game. The group selects a leader who gives the command(s). The rest of the group performs the command(s).

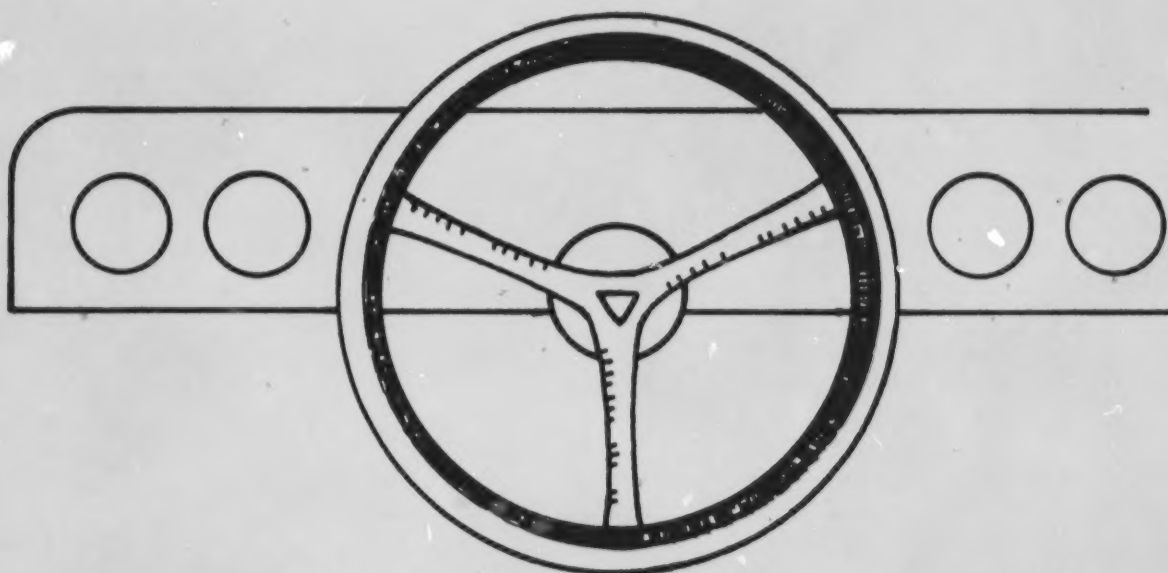
Leader: "Simon says, "Stamp your right foot."

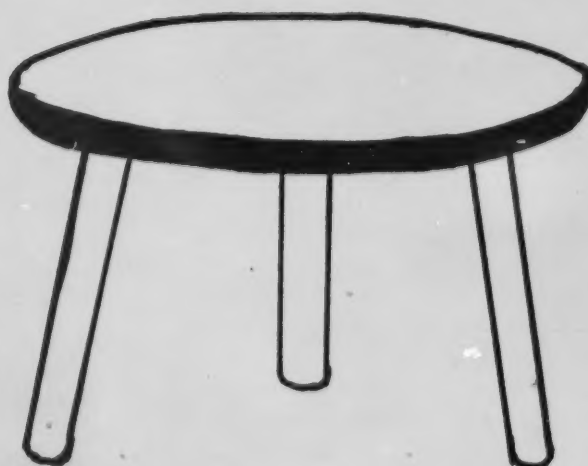
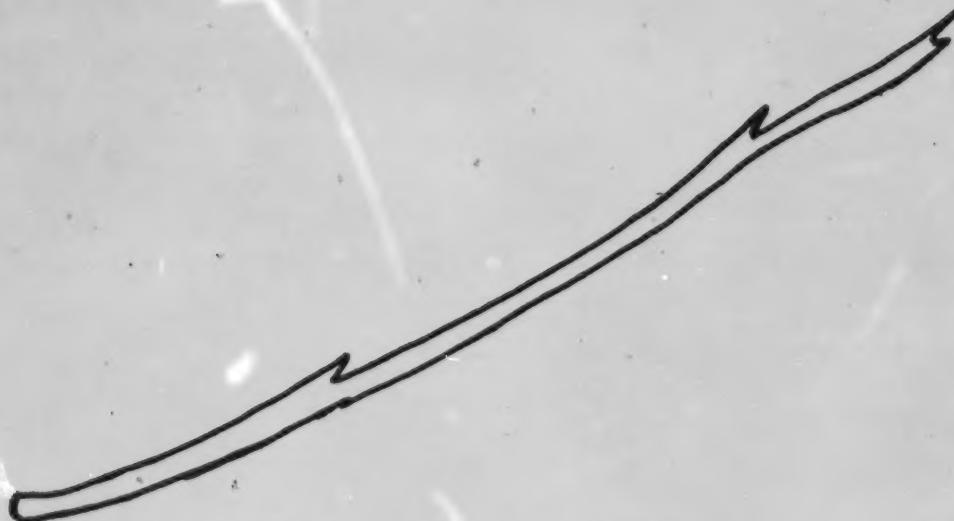
Others: Follow the command(s).

The leader gives the commands until one of the members of the group fails to follow the command who in turn becomes the leader.

(NOTE: It's very likely that the students may want to be the leader all the time thus intentionally try not to follow the commands. This time the rule of the game can be changed. If the leader does not pronounce the commands correctly, the group chooses another leader.)







PHONOLOGY UNIT 25

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / sk- / AS IN SKATES.

LANGUAGE DEVELOPMENT

Learn English vocabulary with the consonant cluster / sk- /.
Learn correct sentence intonation.
Learn to ask and answer which questions using the verb "have" as in:

I have the skates.
Which picture do you have?
I have the scooter.

MATERIALS

Peabody Articulation Cards

skis skunk

Ideal Picture Cards

skates skirt

K.E.Y.S. Project Pictures

skeleton school scooter

scale scarecrow skipping rope

Paper

Crayons or marking pens

Pencils

Cassette tape recorder with earphones

Cassette tape: Auditory Discrimination Exercise for the / sk- / sound

Worksheets: Auditory Discrimination Exercise for the / sk- / sound

PROCEDURE

Instructor

Student(s)

1. Gives aide a picture. Holds up another picture and says, "I have the _____. Which picture does she have?"
Answers, "She has the _____, the _____, the _____."

skis skirt
skeleton scale
scarecrow skunk
school scooter
skipping rope skates

All listen.

2. Gives a student a picture, holds up another picture and says, "I have the _____. Which picture do you have?"

All point to student's picture and repeat, "The _____."

PHONOLOGY UNIT 25
ENGLISH CONSONANT CLUSTER / sk- / AS IN SKATES

PROCEDURE
(CONT.)

Instructor

Student(s)

3. Gives a student a picture, holds up another picture and says, "I have the _____. Which picture do you have?"

All point to student's picture and answer, "The _____."

4. Gives a student a picture, holds up another picture and says, "I have the _____. Which picture do you have?"

All point to student's picture and repeat, "I have the _____. Which picture do you have?"

5. Asks for volunteer(s). Gives two students (Student A and Student B) a picture each.

Student A holds up a picture and says, "I have the _____. Which picture do you have?"

All students point to the picture of Student B and answer, "The _____."

6. Asks for volunteer(s). Gives Student A and Student B a picture each.

Student A holds up a picture and says, "I have the _____. Which picture do you have?"

Student B holds up picture and answers, "The _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and says, "I have the _____. Which picture do you have?"

Holds up own illustration and answers, "The _____."

PHONOLOGY UNIT 25
ENGLISH CONSONANT CLUSTER / sk- / AS IN SKATES

BACKGROUND
INFORMATION

The vocabulary skis, skates, and skunk might be new to some Asian students. Skunks are not found in some of the Asian countries. Skis might not mean anything to students who came from areas where there is no snow.

Further practice on the pronunciation of the / sk- / sound is necessary, especially for the Filipino students who tend to precede the / sC / or / s-Consonant / combination with a vowel. Example: eskunk for skunk. Having the students prolong the initial / s / might help. Example: / sssskunk / for skunk.

Chinese, Japanese, and Korean students have CV or Consonant Vowel type of words in their languages and will also have difficulty with the / sC / combination. There is a tendency for these students to insert a vowel after the consonant. Example: si-tam (C) for stamp, do-re-su (J) for dress and gol-pu (K) for golf.

PHONOLOGY UNIT 25
ENGLISH CONSONANT CLUSTER / sk- / AS IN SKATES

**SUGGESTED
REINFORCEMENT
ACTIVITY**

Auditory Discrimination Exercise

MATERIALS: Cassette tape recorder with earphones
Cassette tape: Listening Discrimination Exercise
for the / sk- / sound
Worksheets: Listening Discrimination Exercise
for the / sk- / sound
Pencils

Instructor

Student(s)

- | | |
|--|---|
| 1. Sets up tape recorder. | Watches. |
| 2. Explains activity. | Listens. |
| 3. Gives student earphones
and worksheets. | Puts on earphones and
writes name on worksheets. |
| 4. Plays tape. | Circles the correct vocabu-
lary heard on tape. |
| 5. Turns off tape recorder
and gives student the key
to answers. | Corrects own answer, using
the key. |

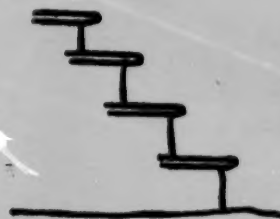
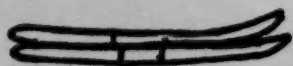
Script: Cassette tape: Auditory Discrimination Exercise for
the / sk- / sound

Instructions: Look at the worksheets and listen care-
fully to the words I'm going to say.
Draw a circle around the word that
begins with the / sk- / sound.

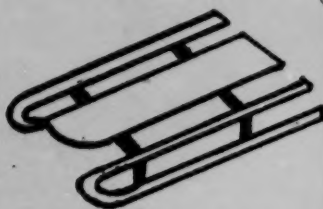
Number 1. skis	brush	stairs
Number 2. sled	skunk	thread
Number 3. skirt	blouse	dress
Number 4. star	spoon	scale
Number 5. stool	skate	grapes
Number 6. sponge	skeleton	crown
Number 7. school	tree	cross
Number 8. broom	crow	scooter
Number 9. toothbrush	scarecrow	crayon
Number 10. skipping rope	bricks	umbrella

WORKSHEET

1.



2.



3.



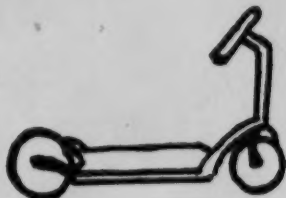
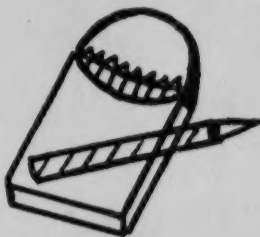
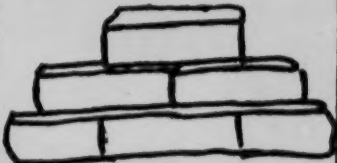
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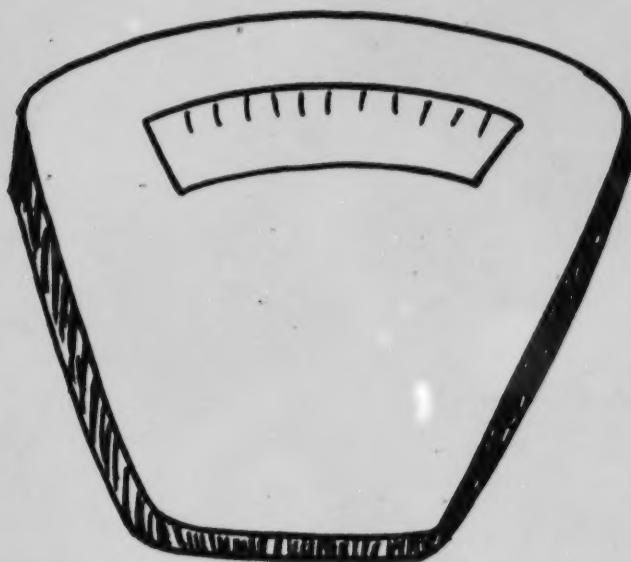
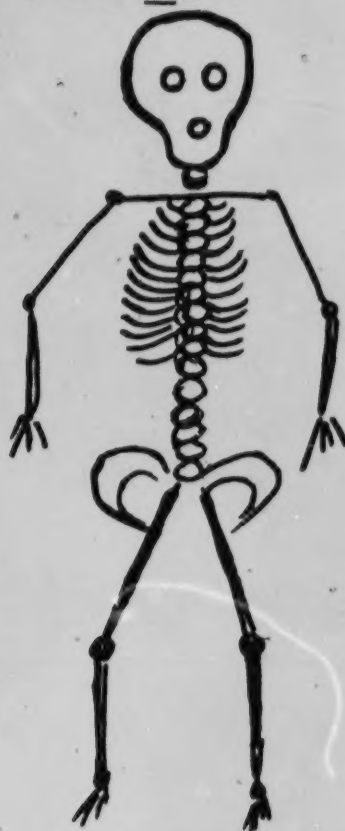


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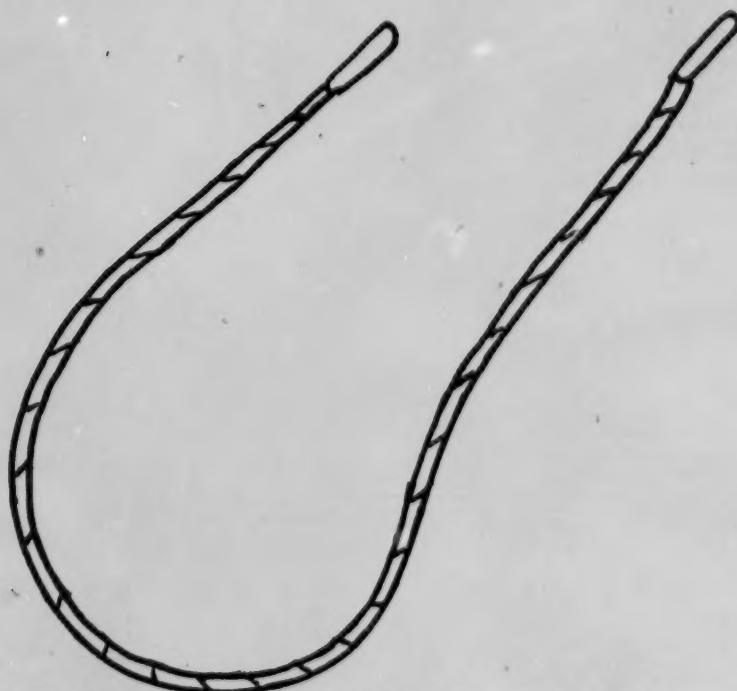
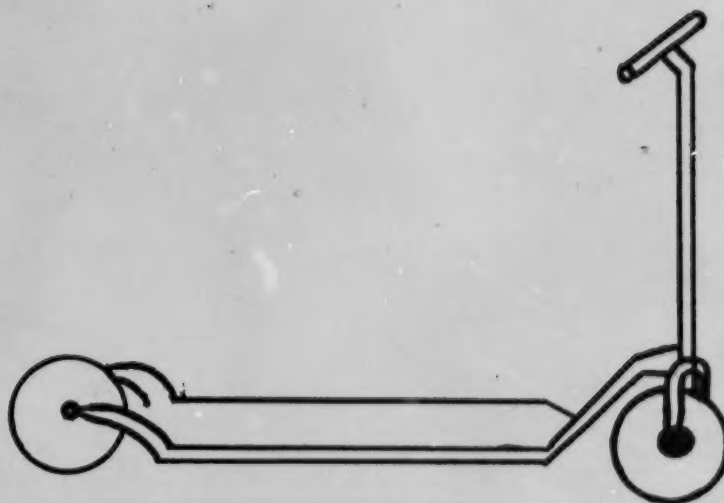


WORKSHEET

6.			
7.			
8.			
9.			
10.			







PHONOLOGY UNIT 26

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH
CONSONANT CLUSTER / sl- / AS IN SLIDE

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / sl- /.
Learn correct phrase and sentence stress.
Learn correct sentence intonation.

MATERIALS

Peabody Articulation Cards

sled slide sleeping

K.E.Y.S. Project Pictures

slip sling slit
a long sleeve a pair of slippers
a mountain slope a sliding door
a slender post a sleeping cat

Paper

Crayons or marking pens

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "What's this?"
Answers, "It's a _____,
a _____, a _____."
sled slide
slip sling
slit
a long sleeve
a mountain slope
a slender post
a pair of slippers
a sliding door
a sleeping cat

All listen.

2. Holds up picture and says, "It's a _____."

All repeat, "It's a _____."

3. Holds up picture(s) and asks, "What's this?"

All answer, "It's a _____."

4. Asks for volunteer(s).

One student holds up picture and asks, "What's this?"

All others answer, "It's a _____."

PHONOLOGY UNIT 26
ENGLISH CONSONANT CLUSTER / sl- / AS IN SLIDE

PROCEDURE
(CONT.)

Instructor

Student(s)

5. Asks for volunteer(s).

One student holds up picture and asks, "What's this?"

One student answers, "It's a _____."

FOLLOW-UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

The / sl- / sound combination is especially difficult for Korean and Japanese students because of the difference in the quality of the / l / sound in these languages. More practice should be given on this sound combination.

Filipino students tend to precede / s / in the / sC / or / s-Consonant / combination with a vowel. Example: esled for sled. Having students prolong the initial / s / might help. Example: / sssled / for sled.

Chinese, Japanese, and Korean students have CV or Consonant Vowel type of words in their languages and will also have difficulty with the / sC / combination. There is a tendency for these students to insert a vowel after the consonant. Example: si-tam (C) for stamp, do-re-su (J) for dress, and gol-pu for golf.

PHONOLOGY UNIT 26
ENGLISH CONSONANT CLUSTER / sl- / AS IN SLIDE

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

MATERIALS: Picture cards for the / sl- / sound used in the lesson.

1. Individual activity

Instructor

- a. Shuffles all the cards and turns the stack of cards, pictures face down.

Student

Draws three cards, one card at a time, and pronounces vocabulary, "A _____."

Keeps card if pronounced correctly and puts card back under the stack of cards, if not.

- b. Repeats Step "a" until student pronounces all the vocabulary words correctly.

2. Paired activity

Instructor

- a. Shuffles all the cards and turns the stack of cards, pictures face down.

Student(s)

Student A draws a picture from the top of the stack of cards, holds it up and asks, "What's this?"

Student B answers, "A _____."

Student B draws the next card from the stack and asks, "What's this?"

Student A answers, "A _____."

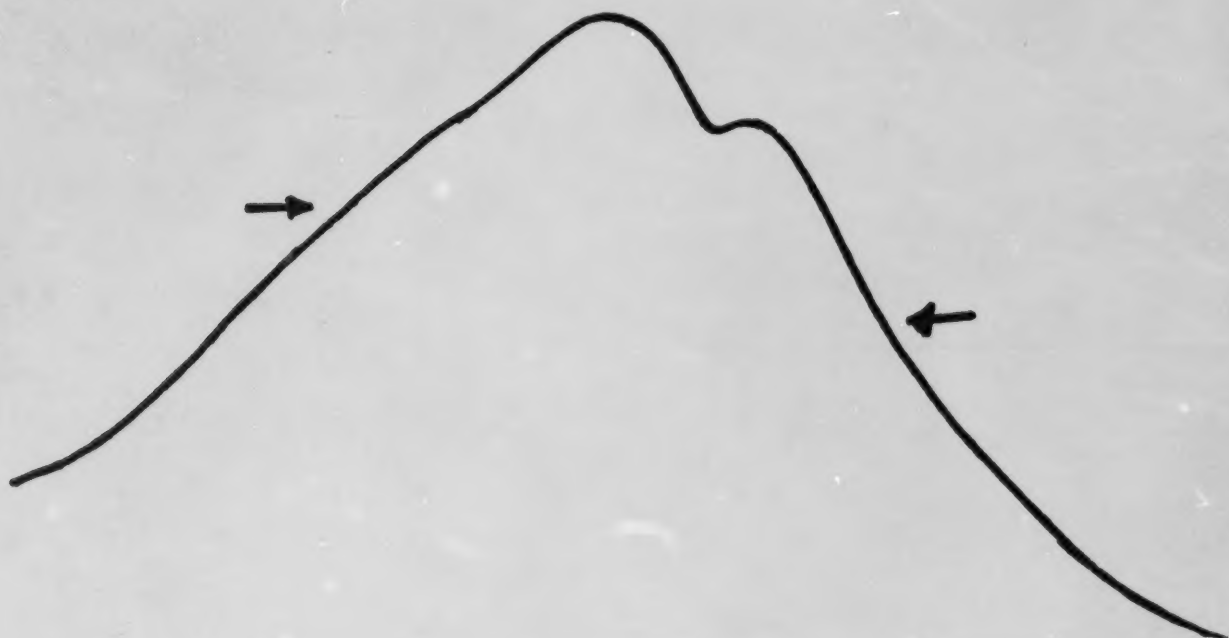
- b. Has students ask questions alternately until all the vocabulary words are pronounced correctly.

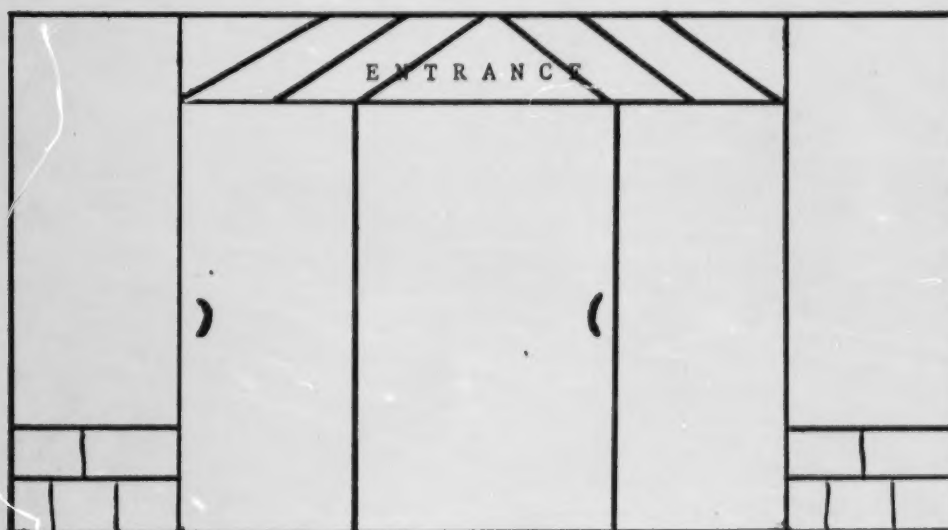
Repeats Step "a" until all the vocabulary words are pronounced correctly.

(NOTE: The student who has the most number of cards at the end of the game wins.)











PHONOLOGY UNIT 27

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / str- /.
Learn correct sentence intonation.
Develop gross motor skills.
Learn to ask and answer "what" and "yes-no" questions with "can" as in:

Can you strut/stretch?

What can you do?

I can strut/stretch.

Incidental learning of the determiners "this" and "these".

MATERIALS

Peabody Articulation Cards

straw strawberries stripes

K.E.Y.S. Project Pictures

stroller strike street

Realia:

string strap (watchband)

Tape recorder with earphones

Auditory Discrimination Tapes A & B for / str- / sound

Answer sheets

Pencils

PROCEDURE

I. Instructor

Student(s)

1. Holds up picture(s) /object and asks, "What's this?"/"What are these?" Answers, "It's a _____."/"They're _____s."
 straw stripes
 stroller strawberries
 string
 strap
 strike

All watch and listen.

2. Holds up picture/object and says, "It's a _____."/"They're _____s."

All repeat, "It's a _____."/"They're _____s."

3. Holds up picture/object and asks, "What's this?"/"What are these?"

All answer, "It's a _____."/"They're _____s."

PHONOLOGY UNIT 27
ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

PROCEDURE
(CONT.)

Instructor

4. Asks for volunteer(s).

5. Asks for volunteer(s).

II. Instructor

1. Asks question and says,
"What can I do?" Acts
out vocabulary and says,
"I can _____, I can
_____, I can _____."
strut stretch

2. Acts out vocabulary and
says, "I can _____."

3. Acts out vocabulary and
asks, "What can you do?"

4. Asks for volunteer(s).

5. Asks for volunteer(s).

Student(s)

One student holds up
picture(s)/object and
asks, "What's this?"/
"What are these?"

All others answer, "It's
a _____."/"They're
_____s."

One student holds up
picture(s)/object and
asks, "What's this?"/
"What are these?"

Another student answers,
"It's a _____."/"They're
_____s."

Student(s)

All watch and listen.

All act out vocabulary and
repeat, "I can _____."

All answer, "I can
_____."

One student acts out
vocabulary and asks,
"What can you do?"

All others answer, "I can
_____."

One student acts out
vocabulary and asks,
"What can you do?"

Another student answers,
"I can _____."

PHONOLOGY UNIT 27
ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

EVALUATION

1. Instructor

Student(s)

Holds up picture(s)/object
and asks, "What's this?"/
"What are these?"

Answers, "It's a
____."/"They're
____s."

2. Paired students

Student

Student

Holds up picture(s)/object
and asks, "What's this?"
"What are these?"

Answers, "It's a
____."/"They're
____s."

3. Instructor

Student(s)

Acts out vocabulary and
asks, "What can you do?"

Answers, "I can ____."

BACKGROUND
INFORMATION

This / sC / or / s-Consonant / sound combination is likely to present a problem for most Asian students who tend to substitute an / l / for / r / in / str- /.

Filipino students tend to precede / s / in the / sC / combination with a vowel. Example: estraw for straw. Having students prolong the initial / s / might help. Example: / sssstraw / for straw.

Chinese, Japanese, and Korean students have CV or Consonant Vowel type of words in their languages and will also have difficulty with the / sC / combination. There is a tendency for these students to insert a vowel after the consonant. Example: si-tam (C) for stamp, do-re-su (J) for dress, and gol-pu (K) for golf.

PHONOLOGY UNIT 27
ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

SUGGESTED
REINFORCEMENT
ACTIVITIES

Auditory Discrimination

MATERIALS: Tape recorder with earphones
Auditory Discrimination Tape for the / str- /
sound (Tapes A and B)
Answer sheets
Pencils

Instructor

Student(s)

1. Sets up tape recorder.
2. Explains activity.
3. Gives student earphones
and answer sheet.
4. Plays Tape A.
5. Turns off tape recorder
and gives student the
key to the answers for
Tape A.
6. Sets up tape recorder
and replays Tape A.

Watches.

Listens.

Puts on earphones and
writes name on answer
sheet.

Writes a check (✓) if
the pair of words are the
same and an (X) if dif-
ferent.

Corrects own answer using
the key.

Listens and circles the
number missed.

Optional:

7. Gives student another
answer sheet and repeats
Steps 4 to 6, using
Tape B.

Repeats Steps 4 to 6,
using Tape B.

PHONOLOGY UNIT 27
ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Script: Auditory Discrimination for the consonant cluster
/ str- / (Tapes A and B)

Instructions: Listen carefully to the pair of words that
I'm going to say. If they sound the same,
write a check opposite the number on your
answer sheet. If they sound different,
write an "x" opposite the number. Listen
very carefully.

Tape A

- | | |
|---------------------------|-------------------------------|
| Number 1. string - string | Number 6. stand - stand |
| Number 2. string - sting | Number 7. strand - stand |
| Number 3. sting - sting | Number 8. stroller - stroller |
| Number 4. straw - straw | Number 9. stain - strain |
| Number 5. steam - stream | Number 10. strut - strut |

Tape B

- | | |
|---------------------------|-----------------------------|
| Number 1. steam - stream | Number 6. stride - stride |
| Number 2. string - string | Number 7. strand - strand |
| Number 3. strain - strain | Number 8. stretch - stretch |
| Number 4. sting - string | Number 9. stand - strand |
| Number 5. stipe - stripe | Number 10. stuck - struck |

PHONOLOGY UNIT 27
ENGLISH CONSONANT CLUSTER / str- / AS IN STRIPES

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Auditory Discrimination for the consonant cluster / str- /

Answer Sheet

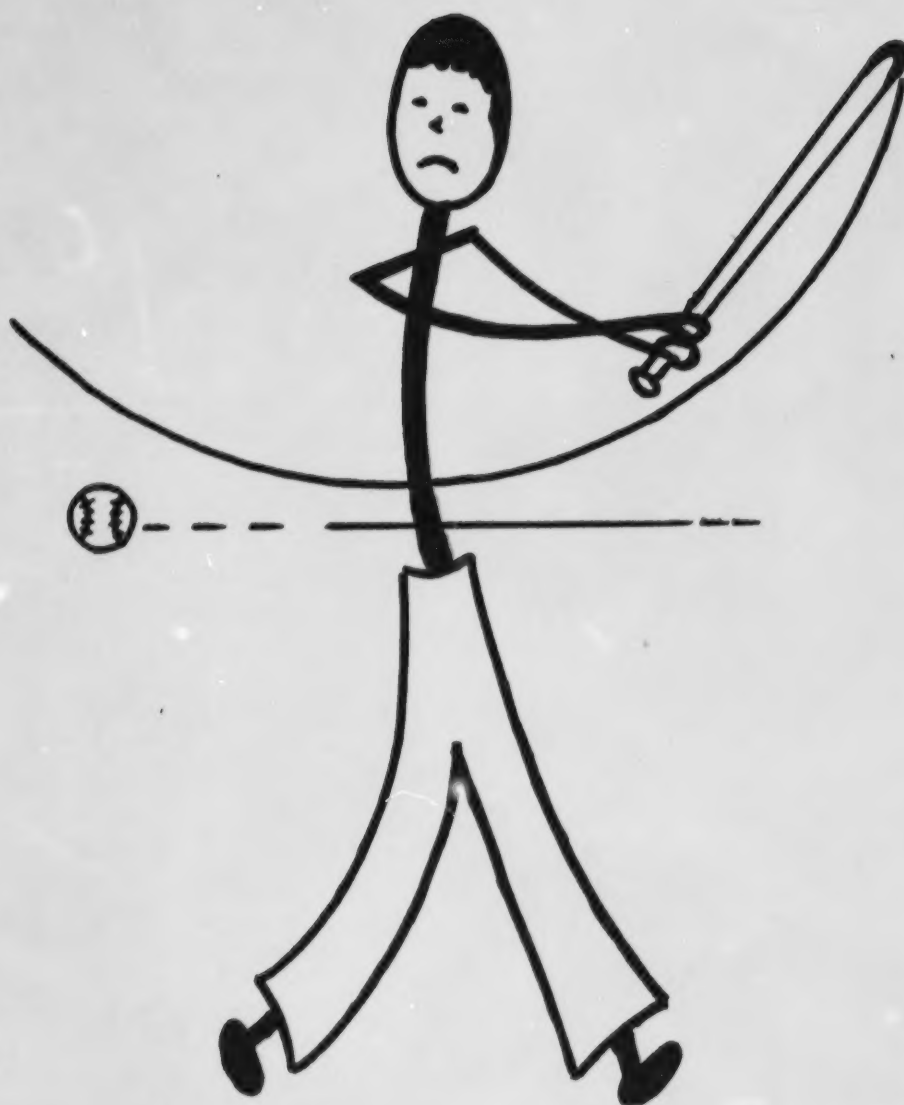
Name _____

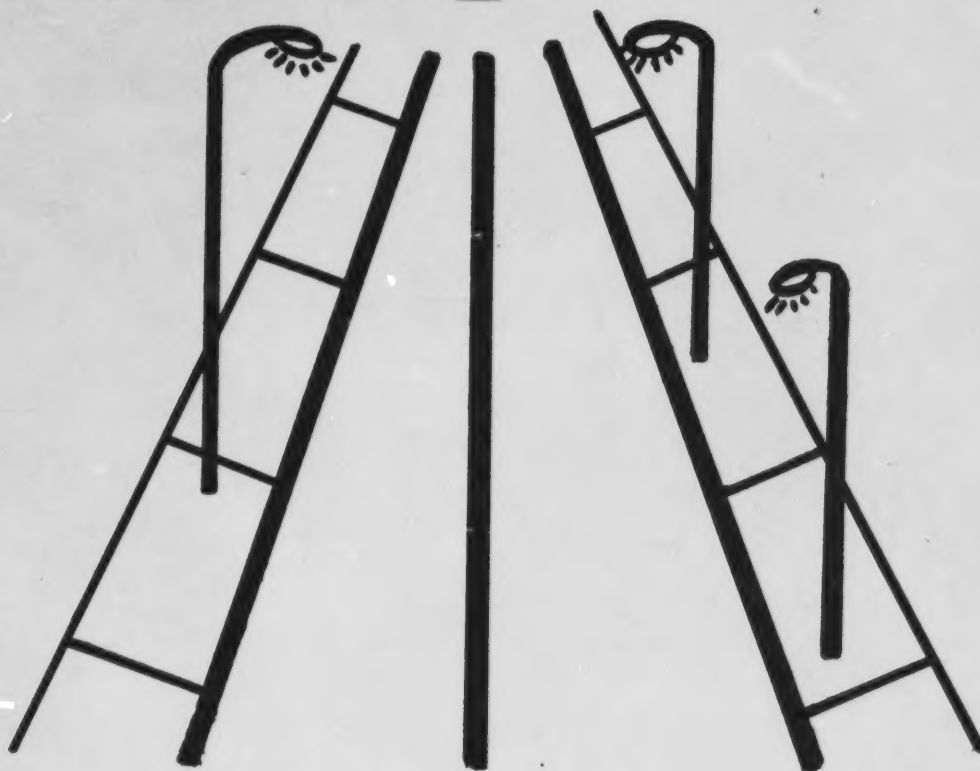
Tape A

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Tape B

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |





PHONOLOGY UNIT 28

SKILL	AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTERS / spl- / AS IN <u>SPLIT</u> AND / spr- / AS IN <u>SPRAYER</u>	
LANGUAGE DEVELOPMENT	Develop English vocabulary with the / spl- / and / spr- / consonant clusters. Learn correct sentence intonation.	
MATERIALS	K.E.Y.S. Project Pictures splash spring splinter sprayer split sprinkling can splice sprout spleen spread Paper Pencils Crayons or marking pens "Bingo" Game Worksheets for / spl- / and / spr- / sounds Corn or bean seeds (<u>6</u> for each student) 1 cardboard box 12 one-inch paper squares with the vocabulary words written on them	
PROCEDURE	<u>Instructor</u>	<u>Student(s)</u>
	1. Holds up picture(s) and asks, "What's this?" Answers, "It's a _____, a _____, a _____." (NOTE: Present all the words with the / spl- / sound first, then the words with the / spr- / sound.) splash spring splinter sprayer split sprinkling can splice sprout spleen spread	All listen.
	2. Holds up picture(s) and asks, "What's this?" Answers, "It's a _____."	All repeat, "It's a _____."
	3. Holds up picture(s) and asks, "What's this?"	All answer, "It's a _____."

PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS / spl- / AS IN SPLIT AND / spr- / AS IN SPRAYER

PROCEDURE
(CONT.)

Instructor

Student(s)

4. Asks for volunteer(s).

One student holds up picture and asks, "What's this?"

All others answer, "It's a _____."

5. Asks for volunteers.

One student holds up picture and asks, "What's this?"

Another student answers, "It's a _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures used in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match the vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "What's this?"

Answers, "It's a _____."

BACKGROUND
INFORMATION

Practice discrimination between these two consonant sound combinations is needed by most of the Asian students, particularly the Japanese, Korean, and Chinese. Be sure the students do not substitute an / l / for / r / in the / spr- / sound combination.

Filipino students are likely to add a vowel before / spl- / and / spr- /. Example: esplash for splash and espring for spring. Having the students prolong the initial / s / might help. Example: / sssspoon / for spoon.

PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS / spl- / AS IN SPLIT AND / spr- / AS IN SPRAYER

SUGGESTED
REINFORCEMENT
ACTIVITIES

Identification Game

MATERIALS: K.E.Y.S. Project Pictures

1. Individual Activity

Instructor

- a. Shuffles all the cards and turns the stack of cards face down.

Student

Draws three cards, one card at a time and pronounces the vocabulary, "A _____."

Keeps card if pronounced correctly and puts card back under the stack if wrong.

- b. Repeats Step "a" until student pronounces all the vocabulary cards correctly.

2. Paired Activity

Instructor

- a. Shuffles all the cards and turns the stack of cards face down.

Student(s)

Student A draws a picture from the top of the stack of cards, holds it up and asks, "What's this?"

Student B answers, "A _____."

Student B draws the next card from the stack and asks, "What's this?"

Student A answers, "A _____."

- b. Has students ask questions alternately until all the vocabulary words are pronounced correctly.

Repeat Step "a" until all the vocabulary words are pronounced correctly.

(NOTE: The student who has the most number of cards at the end of the game wins.)

PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS / spl- / AS IN SPLIT AND / spr- / AS IN SPRAYER

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

"Bingo" Game

MATERIALS: "Bingo" Game Worksheets
Bean or Corn seeds
12 one-inch squares of paper with the vocabulary words written on each square and rolled up
1 small box to put the rolled vocabulary squares

Instructor

1. Gives each student a "Bingo" game worksheet, 6 beans or corn seeds, and explains the activity.
2. Shakes the rolled paper squares in a box, unrolls 6 paper squares, one at a time, and pronounces the vocabulary.
3. Draws the "Bingo" worksheet on the chalkboard and marks the squares of the vocabulary pronounced.

Example:

Vocabulary pronounced:
splash spread
split splinter
spleen sprayer

●		●	●
		●	
●		●	

Students

Look at worksheet and listen.

Listen to the vocabulary pronounced and place seeds on the picture on the worksheet that matches the vocabulary.

Correct worksheet using the correctly marked worksheet on the chalkboard as the key.

Students who get a perfect worksheet gets one point.

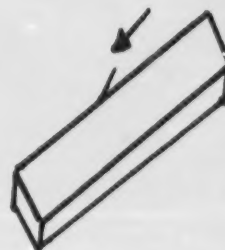
4. Repeats Steps 2 and 3.

Repeat Steps 2 and 3.

(NOTE: The student who gets the most number of points at the end of the activity wins.)

WORKSHEET

1.



2.



3.



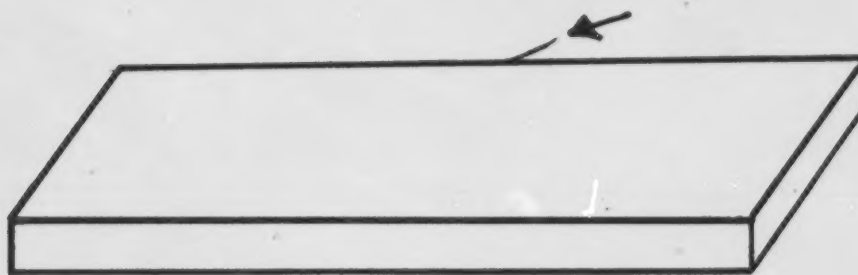
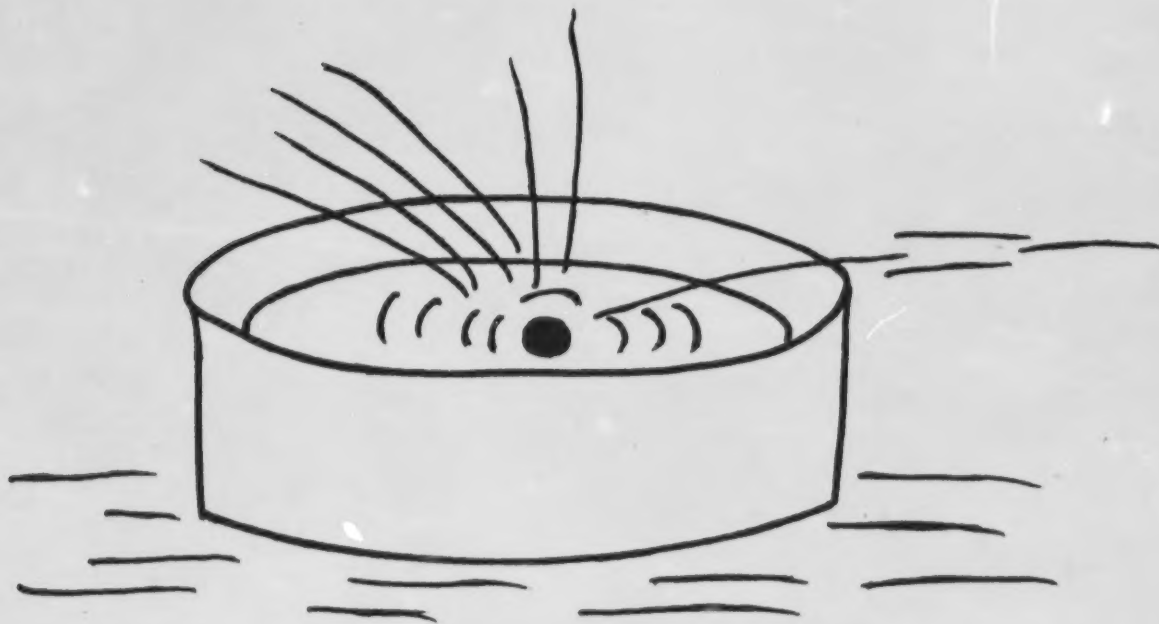
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PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS /spl-/ AS IN SPLIT AND /spr-/ AS IN SPRAYER

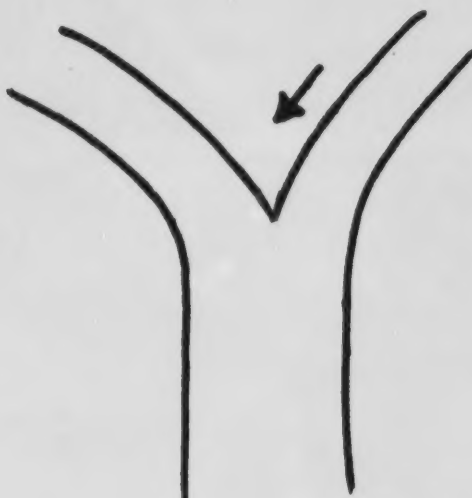
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PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS /spl- / AS IN SPLIT AND /spr- / AS IN SPRAYER

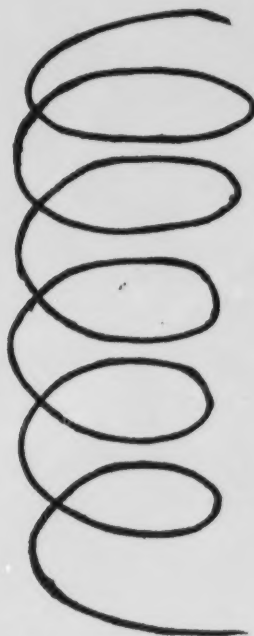
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PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS /spl-/ AS IN SPLIT AND /spr-/ AS IN SPRAYER

- 8 -



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PHONOLOGY UNIT 28

ENGLISH CONSONANT CLUSTERS / spl- / AS IN SPLIT AND / spr- / AS IN SPRAYER

- 10 -



PHONOLOGY UNIT 29

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF THE ENGLISH CONSONANT CLUSTER /skr-/ AS IN SCREW

LANGUAGE DEVELOPMENT

Develop English vocabulary with the consonant cluster / skr- /.
Learn correct sentence intonation.

Learn to ask "yes-no" questions and give complete negative responses like:

Is it a screw? No, it's a scroll.

Is he scrubbing? No, he's scribbling.

MATERIALS

K.E.Y.S. Project Pictures

screw

screen

scroll

scrap book

Demonstrate

scratching

scribbling

scraping

screaming

scrubbing

Paper

Pencil

Crayon or marking pen

Cassette tape recorder with earphones

Cassette tape: Auditory Discrimination Exercise for the / skr- / sound

Worksheets: Auditory Discrimination Exercise for the / skr- / sound

Blank cassette tape

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks,
"Is this a _____?" / "Is he
_____?" Answers, "No, it's
a _____" / "No, he's
_____."

screw	scratching
screen	scribbling
scroll	scraping
scrap book	screaming
	scrubbing

All listen.

2. Holds up picture(s) and asks,
"Is this a _____?" / "Is
he _____?"

All repeat, "No, it's a
_____" / "No, he's ____."

PHONOLOGY UNIT 29
ENGLISH CONSONANT CLUSTER / skr- / AS IN SCREW

PROCEDURE
(CONT.)

Instructor

Student(s)

3. Holds up picture(s) and asks, "Is this a _____?" / "Is he _____?"

All answer, "It's a _____." / "He's _____."

4. Asks for volunteer(s).

One student holds up picture and asks, "Is this a _____?" / "Is he _____?"

All others answer, "No, it's a _____." / "No, he's _____."

5. Asks for volunteers.

One student holds up picture and asks, "Is this a _____?" / "Is he _____?"

Another student answers, "No, it's a _____." / "No, he's _____."

FOLLOW UP

Students draw and color their own illustrations of the pictures in the lesson.

EVALUATION

1. Instructor

Student(s)

Pronounces vocabulary.

Holds up own illustration to match vocabulary.

2. Paired students

Student

Student

Holds up own illustration and asks, "Is this a _____?" / "Is he _____?"

Answers, "No, it's a _____." / "No, he's _____."

BACKGROUND
INFORMATION

Be sure the Japanese, Korean and Chinese students do not substitute an / l / for / r / in the / skr- / sound combination.

Filipino students tend to add a vowel before / sk- /. Example: escreen for screen. Having the students prolong the initial / s / might help. Example: / sssscreen / for screen.

PHONOLOGY UNIT 29
ENGLISH CONSONANT CLUSTER / skr- / AS IN SCREW

SUGGESTED
REINFORCEMENT
ACTIVITIES

Auditory Discrimination Exercise

MATERIALS: Tape recorder with earphones
Cassette tape: Auditory Discrimination
Exercise for the / skr- / sound
Worksheets: Auditory Discrimination Exercise
for the / skr- / sound
Pencils

<u>Instructor</u>	<u>Student(s)</u>
1. Sets up tape recorder.	Watches.
2. Explains activity.	Listens.
3. Gives student earphones and worksheets.	Puts on earphones and writes name on worksheets.
4. Plays tape.	Circles the correct vocabulary heard on tape.
5. Turns off tape recorder and gives student the key to answers.	Corrects own answer using key.

Script: Cassette tape: Auditory Discrimination Exercise
for the / skr- / sound

Instructions: Look at your worksheet and listen carefully to the words that I'm going to say. Draw a circle around the picture of the vocabulary that has the / skr- / sound.

Number 1.	screw	scarecrow
Number 2.	skate	scroll
Number 3.	scotch tape	screw
Number 4.	scribble	skeleton
Number 5.	skunk	scratch
Number 6.	scale	scrap book
Number 7.	skirt	scream
Number 8.	skis	screen
Number 9.	scrub	scarecrow
Number 10.	scrape	scale

PHONOLOGY UNIT 29
ENGLISH CONSONANT CLUSTER / skr- / AS IN SCREW

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Auditory and Pronunciation Exercise

MATERIALS: K.E.Y.S. Project Pictures used in the lesson
for the / skr- / sound
Tape recorder with earphones
Blank cassette tape
Cassette tape: Auditory and Pronunciation
Exercise for the / skr- / sound

Instructor

Student(s)

- | | |
|---|--|
| 1. Sets up tape recorder. | Puts on earphones |
| 2. Plays tape. | Listens and repeats. |
| 3. Turns off tape recorder
and gives student(s)
the pictures. | Pronounces the vocabulary,
"It's a ____."/"He's
____." |
| 4. Sets up tape recorder
on "Record." | Tapes vocabulary, "It's
a ____."/"He's
____." |
| 5. Listens to student's
recording. | |

Script: Cassette tape: Auditory and Pronunciation Exercise
for the / skr- / sound
(NOTE: Allow time space for two repetitions after
each vocabulary word.)

- Number 1. It's a screen.
Number 2. It's a scroll.
Number 3. It's a screw.
Number 4. It's a scrap book.
Number 5. He's scrubbing.
Number 6. He's scratching.
Number 7. He's screaming.
Number 8. He's scribbling.
Number 9. He's scraping.
Number 10. He's screwing.

WORKSHEET

1.



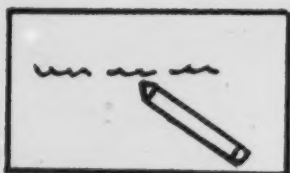
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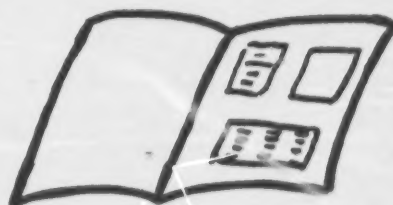


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WORKSHEET

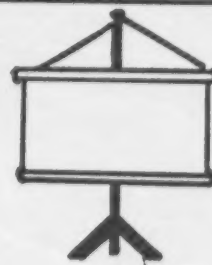
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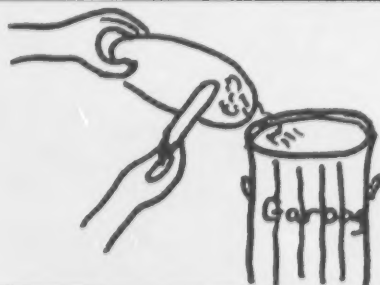
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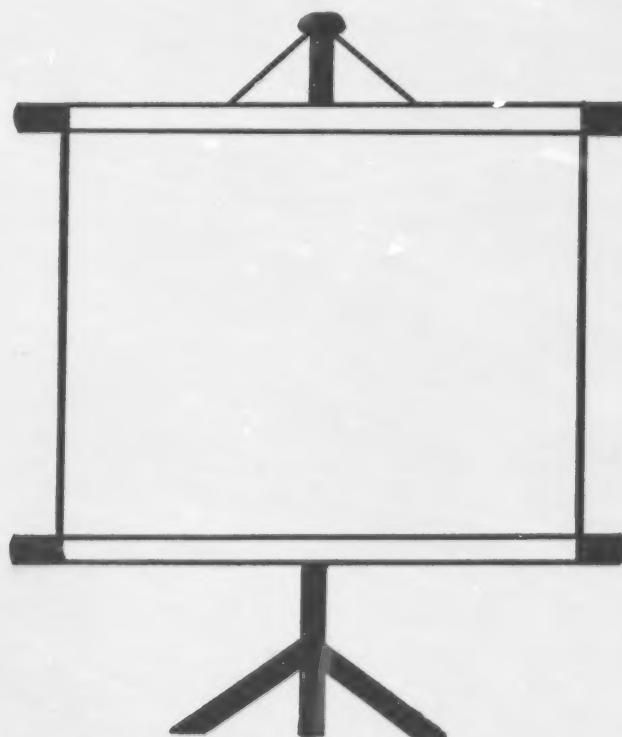


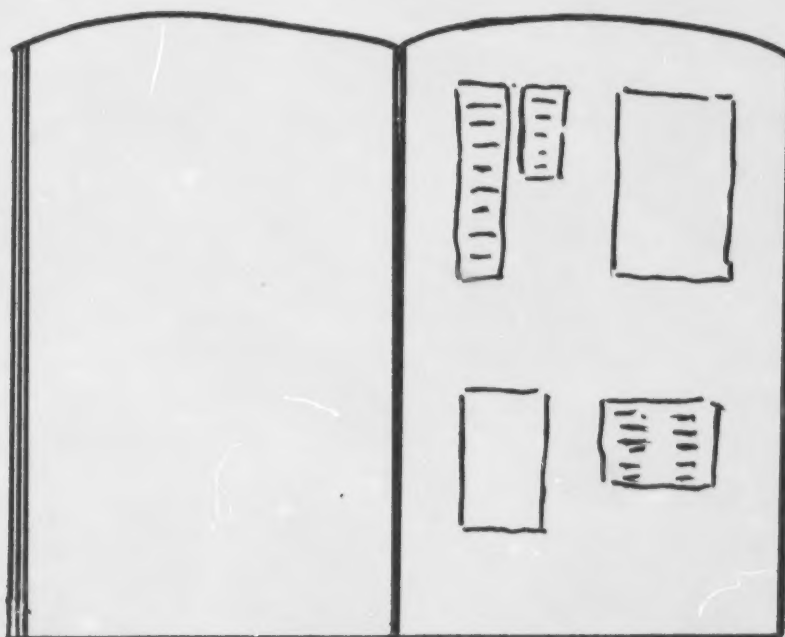
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PHONOLOGY UNIT 30

SKILL

AUDITORY DISCRIMINATION AND PRONUNCIATION OF ENGLISH WORD, PHRASE, AND SENTENCE STRESS AND INTONATION

LANGUAGE DEVELOPMENT

Develop English pronunciation with correct stress and intonation.
Learn correct blending of syllables and words in phrases and sentences.
Learn correct intonation and stress of English

1. compound words.
2. adjective noun phrases.
3. statements
4. wh-questions.
5. yes-no questions.
6. short answer forms.

MATERIALS

Peabody Articulation Cards
Ideal Picture Cards
K.E.Y.S. Project Pictures

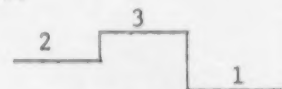
(NOTE: Refer to materials listed for specific lesson.)

ADDITIONAL INFORMATION

The monosyllabic and tonal characteristic of Chinese and the staccato rhythm of Asian languages make the learning of English stress and intonation a big problem. Because stress is not as important in English as it is in Asian languages, students are likely to put stress where there shouldn't be any or possibly give equal stress to all the words in a phrase or sentence. It may also be possible for them not to stress anything at all.

Stress in some languages like in Pilipino is not characterized by rise in pitch as it is in English but by the lengthening of the vowel of the stressed syllable. A carry-over of this type of stress system may mean no stress at all in English. More practice on the proper blending of syllables in words, phrases, and sentences is needed by Asian students to enable them to learn correct English stress, rhythm, and intonation.

Intonation is indicated by the rise and fall of the voice. Stressed syllables are usually marked by a rise in pitch. The following illustrates three levels of intonation. Level 2 for normal, 3 for high, and 1 for low.



An intonation contour is indicated by a rising or falling arrow mark. The rising arrow mark / ↑ / is usually used after

PHONOLOGY UNIT 30
STRESS AND INTONATION

ADDITIONAL
INFORMATION
(CONT.)

"yes-no" questions as in the question: "Is this a book?" ↑ ;
and the falling arrow mark / ↓ / is usually used after factual
questions like: "What's this?" ↓

One of the common errors in intonation among Asian students is
the use of the rising intonation in informative questions as:

What's your name? ↓

Where are you going? ↓

Who's your father? ↓

When are they coming? ↓

Most Asians would say:

What's your name? ↑

Where are you going? ↑

Who's your father? ↑

When are they coming? ↑

Students should be given enough practice on asking informative
questions using the rising-falling intonation.

PHONOLOGY UNIT 30
STRESS AND INTONATION

I. Compound Words with Wh- Questions and Statements

MATERIALS	Peabody Articulation Cards
	basketball
	bathroom
	bathtub
	chalkboard
	clothesline
	coffeepot
	dishwasher
	flashlight
	grandfather
	grandmother
	milkman
	motorcycle
	paperboy
	toothbrush
	toothpicks
	toothpaste
	K.E.Y.S. Project Pictures (see previous lessons)
	throw pillow
	space suit
	steering wheel
	grizzly bear
	can opener
	boxing gloves
	chocolate milk
	fire engine
	french fries
	frying pan
	garbage can
	ironing board
	lawnmower
	racing car
	tape recorder
	sewing machine
	orange juice
	jump rope
	roller skate
	fire engine
	mouse trap
	sprinkling can
	grocery store
	greyhound

PROCEDURE Instructor Student(s)

(NOTE: Present only 10 items at a time in one lesson.)

- Holds up picture(s) and asks, "What do I want?" All listen.

Answers, "I want the _____,"
I want the _____, I want the _____."

I want the basketball.

toothbrush	fire engine
motorcycle	tape recorder
coffee pot	space suit
greyhound	throw pillow
chalkboard	french fries
- Holds up picture(s) and asks, "What do you want?" All repeat, "I want the _____."

Answers, "I want the _____."

PHONOLOGY UNIT 30
STRESS AND INTONATION

PROCEDURE
(CONT.)

Instructor

Student(s)

3. Holds up picture(s) and asks, "What do you want?"

All answer, "I want the _____."

4. Holds up picture(s) and asks, "What do you want?"

All repeat, "What do you want?"

5. Asks for volunteer(s).
Holds up picture(s).

One student points to picture(s) and asks, "What do you want?"

All others answer, "I want the _____."

6. Asks for volunteers.
Holds up picture(s).

One student points to picture(s) and asks, "What do you want?"

Another student answers, "I want the _____."

EVALUATION

1. Instructor

Asks student what picture he/she wants and gives it to student.
"What do you want?"

Student(s)

Points to picture and says, "I want the _____."

2. Paired students

Student

Asks another student, "What do you want?"

Student

Answers, "I want the _____."

SUGGESTED
REINFORCEMENT
ACTIVITIES

1. Paired activity

Instructor

Gives each student a set of five pictures.

Students

Student A asks, "What do you have?"

Student B answers, "I have the _____." Holds up picture.

PHONOLOGY UNIT 30
STRESS AND INTONATION

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Instructor

Students

Student B asks, "What do you have?"

Student A answers, "I have the _____. " Holds up picture.

After each student's set of pictures have been identified, the students exchange their sets of pictures and repeat the activity.

2. "Where's the _____?" Game

Instructor

Students

1. Sticks five pictures on chalkboard with masking tape and puts five pictures on the table. Asks, "Where's the _____?" Points to a picture on the chalkboard and says, "It's there."

All listen.

2. Asks question and points to picture on the chalkboard/table and says, "Where's the _____?" "It's here/there."

All repeat, "It's here/there," and point to picture.

3. Points to picture and asks, "Where's the _____?"

All answer, "It's _____."

4. Points to picture and asks, "Where's the _____?"

All repeat, "Where's the _____?"

5. Gives a pair of students five pictures each.

Student A or B asks; "Where's the _____?"

PHONOLOGY UNIT 30
STRESS AND INTONATION

REINFORCEMENT
ACTIVITIES
(CONT.)

Instructor

Students

Repeat questioning until all pictures have been located.

Student B points to the picture he or Student A has and answers, "It's here/there."

Student A and B ask each other alternately until all the questions and answers are pronounced with correct stress and intonation.

SUMMARY
STRUCTURES

What do you want? ↓

What do you have? ↓

Where's the chalkboard? ↓

I want the fire engine. ↓

I have the motorcycle. ↓

It's here. ↓ / It's there. ↓

II. Wh-Questions with Statements

MATERIALS

Peabody Articulation Cards
sharpening the pencil
shining shoes
washing the car
watching TV
swimming
sleeping
writing
raking the leaves
mopping the floor
jumping

STRUCTURES

What are you / is he doing? ↓
sharpening?
shining?
washing?
watching?
raking?
mopping?

PHONOLOGY UNIT 30
STRESS AND INTONATION

STRUCTURES
(CONT.)

I'm / He's / She's swimming. ↓

sharpening the pencil. ↓

mopping the floor. ↓

PROCEDURE

Instructor

Student(s)

- A. 1. Holds up picture(s) and asks, "What's he doing?"

All listen

Answers, "He's swimming." ↓
writing."
sleeping."
jumping."

"He's sharpening the pencil." ↓
shining shoes."
washing the car."
watching TV."
raking the leaves."
mopping the floor."

2. Holds up picture(s) and says, "He's ____."

All repeat, "He's ____."

3. Holds up picture(s) and asks, "What's he doing?"

All answer, "He's ____."

4. Asks for volunteer(s).

One student holds up picture and asks, "What is he doing?"

All others answer, "He is ____."

5. Asks for volunteers.

One student holds up picture and asks, "What's he doing?"

Another student answers, "He's ____."

PHONOLOGY UNIT 30
STRESS AND INTONATION

PROCEDURE
(CONT.)

Instructor

Student(s)

- B. 1. Holds up picture(s) and asks, "What's he _____?"
Answers, "He's _____."

All listen.

What's he shárpéníng? ↓
wáshíng?
shíníng?
wáchtíng?
rákíng?
móppíng?

"He's shárpéníng the pencil." ↓
wáshíng the car. ↓
shíníng shóes. ↓
wáchtíng TV. ↓
rákíng the leáves. ↓
móppíng the flóor. ↓

2. Holds up picture(s) and asks, "What's he _____?"
Answers, "He's _____."

All repeat, "He's _____."

3. Holds up picture(s) and asks, "What's he _____?"

All answer, "He's _____."

4. Holds up picture(s) and asks, "What's he _____?"

All repeat, "What's he _____?"

5. Asks for volunteer(s).

One student holds up picture and asks, "What's he _____?"

All others answer, "He's _____."

6. Asks for volunteer(s).

One student holds up picture and asks, "What's he _____?"

Another student answers, "He's _____."

PHONOLOGY UNIT 30
STRESS AND INTONATION

EVALUATION

1. Instructor

Holds up picture and asks,

"What's he doing?" ↓/

"What's he shining?"

Student(s)

Answers, "He's writing." ↓/

2. Paired students

Student

Holds up picture and asks,

"What's he doing?" ↓/

"What's he shining?"

Student

Answers, "He's writing." ↓/

"He's shining shoes." ↓

PHONOLOGY UNIT 30
STRESS AND INTONATION

III. "Yes-No" Questions and Short Answer Forms

MATERIALS

Peabody Articulation Cards

Verbs: crying
driving
eating
fishing
jumping
knitting
sleeping
swimming
writing
waving

Nouns:

tree	three
fan	van
dress	skirt
broom	bread
crown	spoon
star	stove
straw	skunk
ribbon	bridge
thimble	toothbrush

STRUCTURES

Is he crying? ↑

Yes, he is. ↓

No, he isn't. ↓

Is this a tree?

Yes, it is.

No, it isn't.

PROCEDURE

Instructor

Student(s)

1. Holds up picture(s) and asks, "Is he _____?"
Answers, "Yes, he/she is."/
"No, he/she isn't."

All listen.

↑
"Is he/she waving?"

crying	driving
eating	fishing
jumping	knitting
sleeping	swimming
writing	

↓ "Yes, he is." / "No, he isn't."

2. Holds up picture(s) and asks, "Is he/she _____?"
Answers, "Yes, he/she is."? "No, he/she isn't."

All repeat, "Yes, he/she is."/"No, he/she isn't."

(Elicit affirmative and negative responses at random.)

3. Holds up picture(s) and elicits affirmative and negative responses at random. Asks, "Is he/she _____?"

All answer, "Yes, he/she is."/"No, he/she isn't."

PHONOLOGY UNIT 30
STRESS AND INTONATION

PROCEDURE
(CONT.)

Instructor

4. Holds up picture(s) and asks, "Is he/she _____?"

5. Asks for volunteer(s).

6. Asks for volunteers.

Student(s)

All repeat, "Is he/she _____?"

One student holds up a picture and asks, "Is he _____?"

All others answer, "Yes, he/she is."/"No, he/she isn't."

One student holds up a picture and asks, "Is he/she _____?"

Another student answers, "Yes, he/she is."/"No, he/she isn't."

EVALUATION

1. Instructor

Holds up picture(s) and elicits affirmative and negative response at random. Asks, "Is he/she _____?"

2. Paired students

Student

Holds up picture and asks, "Is he/she _____?"

Students

Answer, "Yes, he/she is."/"No, he/she isn't."

SUGGESTED
REINFORCEMENT
ACTIVITIES

Instructor

1. Holds up picture(s) and asks, "Is he _____?" Answers, "Yes, he/she is."/"No, he/she isn't."

"Is this (a) tree?"

Student(s)

All listen.

PHONOLOGY UNIT 30
STRESS AND INTONATION

SUGGESTED
REINFORCEMENT
ACTIVITIES
(CONT.)

Instructor

Student(s)

three	fan	
dress	van	
skirt	broom	
bread	crown	
spoon	star	
stove	straw	
skunk	ribbon	
thimble	bridge	toothbrush

~~~~~  
"Yes, he is." / "No, he isn't." ~~~~~

2. Holds up picture(s) and asks, "Is he/she \_\_\_\_\_?"  
Answers, "Yes, he/she is." / "No, he/she isn't."

All repeat, "Yes, he/she is." / "No, he/she isn't."

(Elicit affirmative and negative responses at random.)

3. Holds up picture(s) and elicits affirmative and negative responses at random. Asks, "Is he/she \_\_\_\_\_?"

All answer, "Yes, he/she is." / "No, he/she isn't."

4. Holds up picture(s) and asks, "Is he/she \_\_\_\_\_?"

All repeat, "Is he/she \_\_\_\_\_?"

5. Asks for volunteer(s).

One student holds up a picture and asks, "Is he \_\_\_\_\_?"

All others answer, "Yes, he/she is." / "No, he/she isn't."

6. Asks for volunteers.

One student holds up a picture and asks, "Is he/she \_\_\_\_\_?"

Another student answers, "Yes, he/she is." / "No, he/she isn't."

PHONOLOGY UNIT 30  
STRESS AND INTONATION

SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)

Pronunciation Song: "FIVE FRESH FISH"

MATERIAL: Picture: Five Fresh Fish in a Bowl

PROCEDURE:

Instructor

Students

1. Shows picture and says,  
"We're going to learn a  
song about the five fresh  
fish in this picture.  
I'm going to sing it  
first and I want you to  
listen to the pronunciation  
of the words. Then we will  
all sing the song after-  
wards."

All listen.

Sings to the tune of the  
"Three Blind Mice."

"Five fresh fish  
Five fresh fish  
See how they frisk  
See how they frisk  
They all begin to  
flippity roll  
When Fred comes in with  
the big fish bowl  
Have you ever seen such a  
fish in you life  
As five fresh fish."

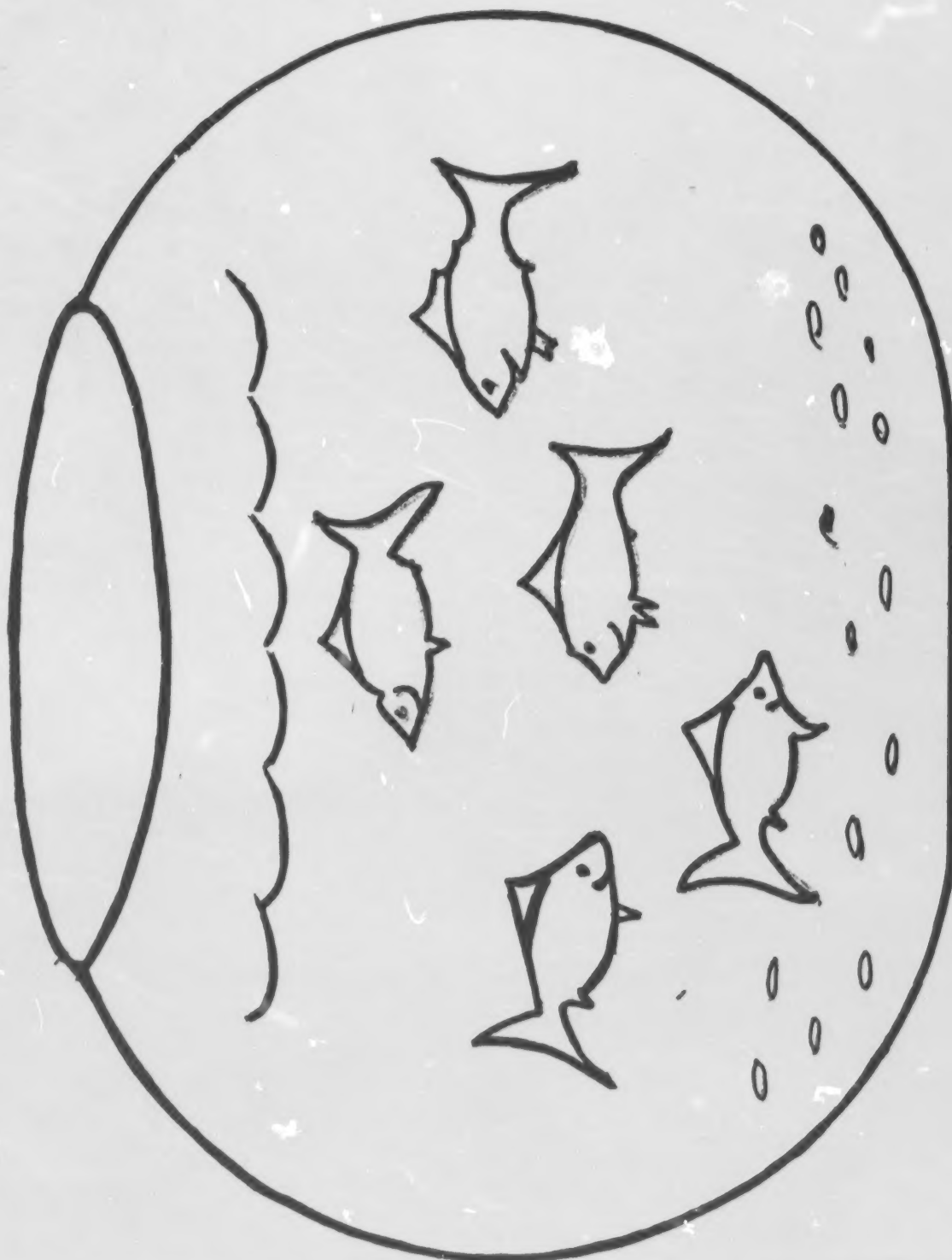
2. Models each of the above  
underlined words.
3. Models each line.
4. Models each line with  
the melody.
5. Sings the whole song with  
the students.

All repeat.

All repeat.

All repeat.

Sing the whole song with  
the instructor.



# SYNTAX UNITS

## INTRODUCTION

The Syntax Units are designed to give Asian American students a better understanding of the English sentence structures as well as knowledge of the American culture.

The selection of the English sentence structures is based upon difficulties encountered because of syntactical differences between English and the Asian languages. These units are interrogative forms in English. The sentence structures were selected to encourage Asian American students to ask questions.

Each of these 12 lesson units deals with specific syntactical and cultural problems for at least three or more of the five Asian language groups: Cantonese, Japanese, Korean, Pilipino (Tagalog), and Samoan. Each unit provides a step-by-step procedure for the lesson. Stories from the K.E.Y.S. bilingual-cultural booklets have been used as sample content materials for these units. However, the teacher should use any content material which he/she feels would best carry out the objectives of a particular unit. A background information section is included at the end of each unit to provide the teacher with a deeper insight and understanding of the cultural and linguistic difficulties faced by Asian American students.

It is hoped that these units will assist the students to acquire the ability and confidence to participate in everyday activities.



# SYNTAX UNIT 1

## SKILL

## ABILITY TO ASK QUESTIONS

## LANGUAGE DEVELOPMENT

Learn to ask where and what questions in the simple present tense

What's this/that?      Where do/does \_\_\_\_\_?

What are these/those?      What do/does \_\_\_\_\_?

Learn correct sentence intonation.

## MATERIALS

All cultural booklets, KEYS Project

The sample used in this lesson is Rice Harvest (Anihan/Pinagani Iti Pagay)

## PROCEDURE

### Instructor

### Student(s)

1. Reads the story and shows the pictures.      All listen.
2. Shows pictures of  
thatch roof (page 4)  
rice husks (page 21)  
rice stalks (page 15)  
and says, "This is a \_\_\_\_\_."/  
"These are \_\_\_\_\_."      All listen.
3. Shows vocabulary pictures  
and says, "It's a \_\_\_\_\_."/  
"They're \_\_\_\_\_."      All repeat, "It's a \_\_\_\_\_."/  
"They're \_\_\_\_\_."
4. Shows vocabulary pictures  
and asks, "What's \_\_\_\_\_?"/  
"What are \_\_\_\_\_?"      All answer, "It's a \_\_\_\_\_."/  
"They're \_\_\_\_\_."
5. Shows vocabulary pictures  
and says, "What's/What  
are \_\_\_\_\_?"      All repeat, "What's/What  
are \_\_\_\_\_?"
6. Shows vocabulary pictures  
and cues:  
What's/What are.  
Answers, "It's a \_\_\_\_\_."/  
"They're \_\_\_\_\_."

SYNTAX UNIT 1  
Ability to Ask Questions

PROCEDURE  
(CONT.)

|     | <u>Instructor</u>                                                                                                                                                                                                               | <u>Student(s)</u>                                                                                                                                                                                                                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.  | Shows picture on page 7 and asks, "Where do Maria and Pedro live?"<br><br>Answers, "They live in a house near the rice field."<br><br>Asks, "What's the house made of?"<br><br>Answers, "It's made of thatch, wood and bamboo." | All listen.                                                                                                                                                                                                                       |
| 8.  | Shows picture on page 7 and asks, "Where do Maria and Pedro live?"<br><br>Answers, "They live in a house near the rice field."<br><br>Asks, "What's the house made of?"                                                         | All repeat, "Where do Maria and Pedro live?"<br><br>All repeat, "They live in a house near the rice field."<br><br>All repeat, "It's made of thatch, wood and bamboo."                                                            |
| 9.  | Shows picture on page 7 and asks, "Where do Maria and Pedro live?"<br><br>Asks, "What's the house made of?"                                                                                                                     | All answer, "They live in a house near the rice field."<br><br>All answer, "It's made of thatch, wood and bamboo."                                                                                                                |
| 10. | Asks for volunteer(s).<br>Shows picture on page 7 and cues: <u>Where</u><br><br><br>Cues: <u>What</u>                                                                                                                           | All ask, "Where do Maria and Pedro live?"<br><br>One student answers, "They live in a house near the rice field."<br><br>All ask, "What's the house made of?"<br><br>One student answers, "It's made of thatch, wood and bamboo." |
| 11. | Shows picture on page 7 and cues: <u>Where</u><br><br>Answers, "They live in a house near the rice field."                                                                                                                      | All ask, "Where do Maria and Pedro live?"                                                                                                                                                                                         |

PROCEDURE  
(CONT.)

Instructor

Student(s)

Asks for volunteer(s) and  
cues: Where

One student asks, "Where do  
Maria and Pedro live?"

Answers, "They live in a  
house near the rice field."

Asks for volunteer(s) and  
cues: What

One student asks, "What's  
the house made of?"

Answers, "It's made of  
thatch, wood and bamboo."

EVALUATION

- Shows a picture in the story  
and cues:

What's/What are  
Where/What

One student asks, "What's/  
What are \_\_\_\_?/Where/What  
\_\_\_\_?"

Answers, "It's a/They're  
\_\_\_\_./They/He/She \_\_\_\_."

- Paired students

Student

Student

Shows a picture in the story  
and asks, "What's/What are  
\_\_\_\_?/Where/What \_\_\_\_?"

Answers, "It's a/They're  
\_\_\_\_./They/He/She \_\_\_\_."

SUGGESTED  
REINFORCEMENT  
ACTIVITY

Use the four basic question  
types introduced in this lesson  
to apply to real life  
situations. Ask questions  
similar to the ones listed  
on the right. (The purpose of  
this type of exercise is to  
help the students gain  
confidence in asking this kind  
of WH-questions.)

Q: What's your name?

A: My name is \_\_\_\_.

Q: What's this?

A: It's a \_\_\_\_.

Q: What are these?

A: (Those are) \_\_\_\_.

Q: Where do you live?

A: I live in \_\_\_\_.

Q: Where do you want to go?

A: I want to go to \_\_\_\_.

Q: What do you like?

A: I like \_\_\_\_.

SYNTAX UNIT 1  
Ability to Ask Questions

BACKGROUND  
INFORMATION

Cultural: Asian cultures in general respect authority. Asian American students tend not to ask their teachers questions because the teachers represent authority. To question the teacher may be interpreted as questioning authority. Also, if the teacher cannot answer the question, the student feels the teacher will be embarrassed. To avoid these situations, the Asian American students may remain quiet in the classroom. Teachers need to assure the Asian American students that they are expected to ask questions.

- Structural: (1) Many Asian languages form questions by adding question particles without changing the word order. Thus the English question forms introduced in this unit may be new to many Asian American students.
- (2) The use of the auxiliary verb DO to form English questions is new to the Asian American student. The conjugation of DO makes the case even more difficult. The teacher needs to provide additional drills on the usage of the auxiliary verb DO.

## SYNTAX UNIT 2

### SKILL

### ABILITY TO ASK QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask what questions in the simple present and present continuous tense

What's (she) doing?/What are (you) doing?  
What (song) does (she)/ do (you) sing?

Learn correct sentence intonation.

### MATERIALS

All cultural booklets, KEYS Project.

The sample used in this lesson is Korean Thanksgiving.

### PROCEDURE

#### Instructor

#### Student(s)

- |                                                                                                                                                                                                              |                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Reads the story and shows the pictures.                                                                                                                                                                   | All listen.                                                                                                                                                                                     |
| 2. Shows picture of Kyung Hee and says, "Her name's Kyung Hee." Asks, "What's her name?"                                                                                                                     | All answer, "Her name's Kyung Hee."                                                                                                                                                             |
| 3. Shows picture on page 7 and asks, "What's Mother doing?"<br><br>Answers, "She's busy cooking."<br><br>Asks, "What are Mother and Grandmother doing?"<br><br>Answers, "They're making special rice cakes." | All listen.                                                                                                                                                                                     |
| 4. Shows picture on page 7 and asks, "What's Mother doing?"<br><br>Answers, "She's busy cooking."<br><br>Asks, "What are Mother and Grandmother doing?"<br><br>Answers, "They're making special rice cakes." | All repeat, "What's Mother doing?"<br><br>All repeat, "She's busy cooking."<br><br>All repeat, "What are Mother and Grandmother doing?"<br><br>All repeat, "They're making special rice cakes." |

SYNTAX UNIT 2  
Ability to Ask Questions

PROCEDURE  
(CONT.)

| <u>Instructor</u>                                                                                                                                                                                                                                                                                                           | <u>Student(s)</u>                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Shows picture on page 7 and asks, "What's Mother doing?"                                                                                                                                                                                                                                                                 | All answer, "She's busy cooking."                                                                                                                                                                           |
| Asks, "What are Mother and Grandmother doing?"                                                                                                                                                                                                                                                                              | All answer, "They're making special rice cakes."                                                                                                                                                            |
| 6. Asks for volunteer(s). Shows picture on page 7 and cues:<br><u>Mother</u><br><u>Mother and Grandmother</u>                                                                                                                                                                                                               | All ask, "What's Mother doing?"<br><br>One student answers, "She's busy cooking."<br><br>All ask, "What are Mother and Grandmother doing?"<br><br>One student answers, "They're making special rice cakes." |
| 7. Shows picture on page 7 and cues: <u>Mother</u><br>Answers, "She's busy cooking."<br>Asks for volunteer(s) and cues: <u>Mother</u><br>Answers, "She's busy cooking."<br>Asks for volunteer(s) and cues:<br><u>Mother and Grandmother</u><br>Answers, "They're making special rice cakes."                                | All ask, "What's Mother doing?"<br><br>One student asks, "What's Mother doing?"<br><br>One student asks, "What are Mother and Grandmother doing?"                                                           |
| 8. Repeat Steps 3 to 7 with the following pattern questions:<br>a. "What <u>dance</u> does Kyung Hee like?"<br>"She <u>likes</u> the farmer <u>dance</u> ." (page 17)<br>b. "What <u>song</u> do the children <u>sing</u> ?"<br>"They sing <u>Kang Gang Suwolle</u> ." (page 21)<br>Cues: a. dance - like<br>b. song - sing | Repeat Steps 3 to 7 as instructed.                                                                                                                                                                          |



EVALUATION

| <u>Instructor</u>                                                                                                                   | <u>Student(s)</u>                               |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 1. Shows a picture in the story and cues:<br><u>Father</u> (page 9)<br><u>Kyong Hee</u><br><u>They</u><br>Answers, "_____ V + ing." | One student asks, "What _____ V + ing?"         |
| Asks for volunteer(s) and cues: food - make (page 5)<br>dance - like (page 15)<br>Answers, "_____ v _____."                         | One student asks, "What _____ do/does _____ V?" |

| <u>Student</u>                                               | <u>Student</u>            |
|--------------------------------------------------------------|---------------------------|
| Shows a picture in the story and asks, "What _____ V + ing?" | Answers, "_____ V + ing." |
| Asks, "What _____ does _____/do (you) V?"                    | Answers, "_____ v _____." |

SUGGESTED  
REINFORCEMENT  
ACTIVITY

| <u>Instructor</u>                                                                                             | <u>Student(s)</u>                                           |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Leads students to a question and answer exercise using the question patterns learned in real-life situations. | Asks the following questions:                               |
| Uses sample questions on the right following these steps:                                                     | a. "What are you doing?"<br>"I'm listening."                |
| a. Instructor asks student                                                                                    | b. "What's she doing?"<br>"She's reading."                  |
| b. Student asks student                                                                                       | c. "What ( <u>color</u> ) do you like?"<br>"I like blue "   |
| c. Student asks instructor                                                                                    | d. "What food does she like?"<br>"She likes fried chicken." |
| Cues: games - play<br>song - sing<br>book - read<br>clothes - wear<br>program - watch on TV                   |                                                             |

SYNTAX UNIT 2  
Ability to Ask Questions

BACKGROUND  
INFORMATION

Cultural: Voluntary participation is not generally practiced in Asian classrooms. Students may be embarrassed by their mistakes and usually prefer to be called upon to answer rather than to volunteer. Likewise, Asians do not ask many questions because it is thought to be a reflection of one's ignorance.

Asian students usually do not ask the teacher questions in class. They wait until the class is over and then discuss or ask the teacher questions privately. Students should be given more opportunity to ask the teacher questions until they can do so comfortably.

Structural: 1. The auxiliary verbs "to be," do and does are not present in most of the Asian languages. It is very likely that Asian students may omit the auxiliary verbs in questions as: "What are you doing?"/"What food do you eat?" They should be given practice in the use of the auxiliary verbs with different subject forms, i.e., in subject and verb agreement.

Substitution drills like the following can be useful:

| <u>Teacher</u>          | <u>Student</u>           |
|-------------------------|--------------------------|
| What's he doing?        | What's he doing?         |
| they                    | What are they doing?     |
| I                       | What am I doing?         |
| she                     | What's she doing?        |
| etc.                    |                          |
| What color do you like? | What color do you like?  |
| he                      | What color does he like? |
| they                    | What color do they like? |
| I                       | What color do I like?    |
| etc.                    |                          |

Have the students note the order of the auxiliary verb and the subject in a question. The auxiliary verb always precedes the subject, e.g., What are they doing., hat does she like?

Also have them note that the auxiliary verb does is always followed by the simple form of the verb, e.g., does like, does have, does sing.

BACKGROUND  
INFORMATION  
(CONT.)

2. In Pilipino and some other Asian languages, a rising intonation can be used in asking a factual question. These students should be given more practice in the use of the rising-falling intonation in factual questions in English.

  
What are you doing?

  
What color do you like?

## SYNTAX UNIT 3

### SKILL

### ABILITY TO ASK AND ANSWER SIMPLE QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask and answer why and where questions as:

Why were you absent yesterday?  
I was sick yesterday.

Where were you yesterday?  
I was at home yesterday.

Why are we going out now?  
Because it is a fire drill.

Where are we going?  
We are going to the playground.

Why do you need that book?  
(Because) I need to study it.

Where is the book?  
It's on the desk.

Review the tense agreement in English.

Why were you absent yesterday?  
I was sick yesterday.

Review the agreement between pronouns and their antecedents.

Why was John absent yesterday?  
He was sick yesterday.

### MATERIALS

One or two pairs of hand puppets.

### PROCEDURE

#### Instructor

#### Student(s)

1. Holds a puppet in each hand and models the dialogue twice.

All watch and listen.

P 1: Why were you absent yesterday?

P 2: I was sick yesterday.

P 1: Where were you yesterday?

P 2: I was at home yesterday.

SYNTAX UNIT 3  
Ability to Ask and Answer Simple Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

2. Models each line with the puppets.

All repeat.

P 1: Why were you absent yesterday?

Why were you absent yesterday?

P 2: I was sick yesterday.

I was sick yesterday.

P 1: Where were you yesterday?

Where were you yesterday?

P 2: I was at home yesterday.

I was at home yesterday?

3. Takes roles.

Takes roles.

Takes P 1's role

Takes P 2's role

Why were you absent yesterday?

I was sick yesterday.

Where were you yesterday?

I was at home yesterday.

Takes P 2's role

Takes P 1's role

I was sick yesterday.

Why were you absent yesterday?

I was at home yesterday.

Where were you yesterday?

4. Divides class into two groups. Has Group I take P 1's role and Group II take P 2's role.

Group take roles.

Group I:  
Why were you absent yesterday?

Group II:  
I was sick yesterday.

Group I:  
Where were you yesterday?

Group II:  
I was at home yesterday.

SYNTAX UNIT 3  
Ability to Ask and Answer Simple Questions

- 3 -

PROCEDURE  
(CONT.)

Instructor

Student(s)

Has Group I and Group II  
exchange roles.

Group II:  
Why were you absent yesterday?

Group I:  
I was sick yesterday.

Group II:  
Where were you yesterday?

Group I:  
I was at home yesterday.

5. Asks for volunteers and gives each a puppet. Has one student take P 1's role and the other the P 2's role.

Takes role and manipulates the puppet.

Has the students exchange roles.

Exchanges roles and manipulates the puppet.

Continues to ask students to play role with the puppets.

6. Repeats steps 1 to 5 using the following dialogue:

Repeats steps 1 to 5.

a. P 1: Why are we going out?

P 2: (Because) it's a fire drill.

P 1: Where are we going?

P 2: We're going to the playground.

b. P 1: Why do you need that book?



SYNTAX UNIT 3  
Ability to Ask and Answer Simple Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

P 2: (Because) I need  
to study it.

P 1: Where is the book?

P 2: It's on the desk.

EVALUATION

1. Takes one role of a dialogue  
and cues a student to take  
the other role.

Takes the role as the in-  
structor assigned.

Why were you absent  
yesterday?

I was sick yesterday.

Where were you yester-  
day?

I was at home yesterday.

2. Pair students to take roles  
in dialogue.

P 1: Why are we going out?

P 2: It's a fire drill.

P 1: Where are we going?

P 2: We're going to the  
playground.

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Leads students to carry on dia-  
logue using other subjects.  
Follow steps 1 to 5 to do the  
following:

Repeats steps 1 to 5.

- a. P 1: Why was John absent  
yesterday?  
(Mary, he, etc.)

P 2: He was sick yesterday.

P 1: Where was he yesterday?

P 2: He was at home yester-  
day.

- b. P 1: Why are they going out?

# SYNTAX UNIT 3

## Ability to Ask and Answer Simple Questions

- 5 -

### SUGGESTED REINFORCEMENT ACTIVITIES (CONT.)

#### Instructor

#### Student(s)

P 2: They're going on a field trip.

P 1: Where are they going?

P 2: They're going to the zoo.

c. P 1: Why does John go to that classroom?  
(Mary, that person, etc.)

P 2: His sister is in that room.

P 1: Where's John's sister?

P 2: She's over there.

### BACKGROUND INFORMATION

Cultural: In Asia, when a student cannot come to school, the parent must write a note to the school officials. Explain the normal procedure for absence from school in this country to your Asian students.

Asian parents tend to shelter their children and sometimes hesitate to let them participate on field trips. The advantages of a field trip should be explained to the parents as well as to the students.

Structural: English verb conjugation is new to most Asian students. Allow students to practice; make them aware of the tense agreement in English.

Since most of the Asian languages have only one third person singular pronoun, make certain that students can produce sentences with appropriate pronouns.

## SYNTAX UNIT 4

### SKILL

ABILITY TO ASK AND ANSWER SIMPLE QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask and answer why and who questions in simple sentences as:

Why was Chu Yuan sad?  
Because the king asked Chu Yuan to leave.

Who was Chu Yuan?  
Chu Yuan was a great man.

Learn some English vocabulary as:

Dragon Boat (Festival)      rice dumplings

### MATERIALS

All cultural booklets, KEYS Project

The sample used in this lesson is Dragon Boat Festival

### PROCEDURE

#### Instructor

#### Student(s)

- |                                                                                                                   |                                                    |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 1. Reads the story and shows the pictures.                                                                        | All listen.                                        |
| 2. Shows pictures of dragon boat (page 5) rice dumpling (page 15) and says, "This is a ____." / "These are ____." | All listen.                                        |
| 3. Shows vocabulary pictures and says, "It's a ____." / "They're ____."                                           | All repeat.                                        |
| 4. Shows vocabulary pictures and cues:<br>(a) What's<br>or<br>(b) What are                                        | Complete the question<br><br>Complete the question |
| 5. Shows vocabulary pictures. Asks and answers questions.                                                         | Repeat questions and answers.                      |
| What's this?                                                                                                      | Repeat.                                            |
| It's a dragon boat.                                                                                               | Repeat.                                            |
| What are these?                                                                                                   | Repeat.                                            |
| They are rice dumplings.                                                                                          | Repeat.                                            |

SYNTAX UNIT 4  
Ability to Ask and Answer Simple Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

- |                                                                                           |                                                              |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 6. Divides the class into groups and asks them to do the above question and answer drill. | Follow instructor's direction to ask or answer the question. |
| 7. Asks for volunteer(s) to ask or answer the questions individually.                     |                                                              |
| 8. Shows pictures on page 9 and 11. Asks, "Why was Chu Yuan sad?"                         | All repeat.                                                  |
| "Because the king asked him to leave."                                                    | All repeat.                                                  |
| 9. Tells students that he/she will ask the question and they will answer.                 |                                                              |
| "Why was Chu Yuan sad?"                                                                   | All answer, "Because the king asked him to leave."           |
| 10. Asks students to ask and the instructor answers.                                      |                                                              |
| "Because the king asked him to leave."                                                    | "Why was Chu Yuan sad?"                                      |
| 11. Divides the class into groups. Asks them to do the above question and drill.          | Follow the instructor's directions.                          |
| 12. Assigns individuals to do the above question and answer drill.                        |                                                              |
| 13. Asks for volunteers to do the above question and answer drill.                        |                                                              |

SYNTAX UNIT 4  
Ability to Ask and Answer Simple Questions

- 3 -

PROCEDURE  
(CONT.)

Instructor

Student(s)

14. Shows the picture on page 7.  
Asks

"Who was Chu Yuan?"  
"Chu Yuan was a great  
man."

All listen.  
All listen.

15. Shows the picture on page 7.  
Asks

"Who was Chu Yuan?"  
"Chu Yuan was a great  
man."

All repeat.  
All repeat.

16. Instructor asks the question  
and students answer.

"Who was Chu Yuan?"

All answer, "Chu Yuan was  
a great man."

17. Students ask the question  
and instructor answers.

"Chu Yuan was a great  
man."

"Who was Chu Yuan?"

18. Divides students into  
groups to do the above  
question and answer drill.

All follow the instructor's  
directions.

19. Assigns individuals to do  
the above drill.

20. Asks for volunteers to do  
the above drill.

EVALUATION

1. Shows pictures on page 9  
and 11. Asks, "Why was  
he sad?"

- (a) All answer  
(b) Group answers  
(c) Individuals answer

2. Asks why questions and  
elicits real answers.



SYNTAX UNIT 4  
Ability to Ask and Answer Simple Questions

EVALUATION  
(CONT.)

- |    |                                                     |                                                               |
|----|-----------------------------------------------------|---------------------------------------------------------------|
| 3. | Shows picture on page 7 and asks, "Who was he?"     | (a) All answer<br>(b) Group answers<br>(c) Individuals answer |
| 4. | Asks <u>who</u> questions and elicits true answers. |                                                               |
| 5. | Pair students to do steps 1 to 4.                   |                                                               |

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

- | <u>Instructor</u>                                                                                                                                                 | <u>Student(s)</u>                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1. Uses the two question types introduced in this unit to apply to real life situations. Asks a student a question and uses the answer for the class to practice. |                                           |
| "John, why were you so happy yesterday?"                                                                                                                          | "Because my daddy gave me a puppy."       |
| 2. Asks the students, "Why was John so happy yesterday?"                                                                                                          | "Because John's father gave him a puppy." |
| 3. Students ask and instructor answers.                                                                                                                           | "Why was John so happy yesterday?"        |
| "Because John's (his) father gave him a puppy.                                                                                                                    |                                           |
| 4. Divides the class into groups to practice the above question and answer drill.                                                                                 | Follow the instructor's directions.       |
| 5. Asks individuals to practice the above drill.                                                                                                                  |                                           |
| 6. Asks another student to elicit another answer. Follows the above 5 steps to practice it again.                                                                 |                                           |
| 7. Repeats step 6 three to five times more.                                                                                                                       | Follow instructor's directions.           |
| 8. Asks <u>who</u> questions using student's name.                                                                                                                |                                           |
| "Who's John Wong?"                                                                                                                                                | All repeat.                               |
| "He's John Wong."                                                                                                                                                 | All repeat.                               |



SYNTAX UNIT 4  
Ability to Ask and Answer Simple Questions

- 5 -

SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)

- |     | <u>Instructor</u>                                                              | <u>Student(s)</u>  |
|-----|--------------------------------------------------------------------------------|--------------------|
| 9.  | Follows Procedure steps 16 to 20 to practice <u>who</u> questions and answers. | Follow directions. |
| 10. | Asks <u>who</u> questions using names of famous people whom they know.         |                    |
|     | "Who was(is) George Washington?"                                               | All listen.        |
|     | "Washington was a great man."                                                  | All listen.        |
| 11. | Asks the students to repeat after the instructor.                              |                    |
|     | "Who was(is) George Washington?"                                               | Repeat.            |
|     | "Washington was a great man."                                                  | Repeat.            |
| 12. | Follows Procedure steps 16 to 20 to practice.                                  | Follow directions. |
| 13. | Repeats steps 8 and 10 in this section three to five times.                    |                    |

BACKGROUND  
INFORMATION

- Cultural: Asian students are usually shy in asking the teacher questions. The procedures introduced here whereby groups and individuals practice in asking questions will help the Asian students familiarize themselves in asking and answering questions in the classroom.
- Structural: 1. This unit presupposes that the student has learned or knows about the simple past tense in English. The class should be drilled on the past tense first if they do not know or are not too familiar with the English past tense. The past tense conjugation is new to all Asian students.

I am  
you are  
he/she is  
etc.

I was  
you were  
he/she was  
etc.

SYNTAX UNIT 4

Ability to Ask and Answer Simple Questions

BACKGROUND  
INFORMATION  
(CONT.)

2. The question patterns introduced in this unit are used to seek information. Be sure the students do not answer them with yes/no answers.

"Who was Chu Yuan?"

"Yes. Chu Yuan was a great man."

3. Compile a list of famous people from different ethnic groups and use in the practice sessions; i.e., Washington, Lincoln, Sun Yat Sen, etc.

## SYNTAX UNIT 5

### SKILL

### ABILITY TO ASK QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask questions in the simple present and with what and when

What time do we come to school?  
We come to school at \_\_\_\_ o'clock.

When do we see the stars?  
We see the stars at night time.

When are we going to see the moon?  
We are going to see the moon tonight.

### MATERIALS

Posters, KEYS Project  
Cultural booklets, KEYS Project  
Any picture or drawings showing day time and night time  
A clock

### PROCEDURE

#### Instructor

#### Student(s)

1. Shows the correct time on the clock and says,  

"We come to school at \_\_\_\_ (o'clock)."  
 "We go home at \_\_\_\_ (o'clock)."

All watch and listen.
2. Shows correct time and asks, "What time do we come to school?"  

All watch and listen.

Answers, "We come to school at \_\_\_\_."

Shows correct time and asks, "What time do we go home?"

Answers, "We go home at \_\_\_\_."
3. Shows correct time and asks, "What time do we come to school?"  

All repeat, "What time do we come to school?"

SYNTAX UNIT 5  
Ability to Ask Questions

PROCEDURE  
(CONT.)

| <u>Instructor</u>                                                                                      | <u>Student(s)</u>                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Answers, "We come to school at ____."                                                                  | All repeat, "We come to school at ____."                                                                                                                                                                                   |
| Shows correct time and asks, "What time do we go home?"                                                | All repeat, "What time do we go home? "                                                                                                                                                                                    |
| Answers, "We go home at ____."                                                                         | All repeat, "We go home at ____."                                                                                                                                                                                          |
| 4. Shows correct time and asks, "What time do we come to school?"                                      | All answer, "We come to school at ____."                                                                                                                                                                                   |
| Shows correct time and asks, "What time do we go home?"                                                | All answer, "We go home at ____."                                                                                                                                                                                          |
| 5. Divides class into two groups, shows correct time and cues: <u>come to school</u><br><u>go home</u> | Group I asks, "What time do we come to school?"<br><br>Group II answers, "We come to school at ____."<br><br>Group I asks, "What time do we go home?"<br><br>Group II answers, "We go home at ____."                       |
| 6. Asks for volunteers. Shows correct time and cues: <u>come to school</u><br><u>go home</u>           | One student asks, "What time do we come to school?"<br><br>Another student answers, "We come to school at ____."<br><br>One student asks, "What time do we go home?"<br><br>Another student answers, "We go home at ____." |
| 7. Shows correct time and cues: <u>come to school</u>                                                  | All ask instructor, "What time do we come to school?"                                                                                                                                                                      |

SYNTAX UNIT 5  
Ability to Ask Questions

- 3 -

PROCEDURE  
(CONT.)

Instructor

Student(s)

Answers, "We go home at  
\_\_\_\_\_."

go home

One student asks, "What time  
do we go home?"

Answers, "We go home at  
\_\_\_\_\_."

8. Shows and describes picture  
of day time and night time.

All watch and listen.

"We see the sun at day time."

"We see the moon and the stars  
at night time."

"We are going to see the stars  
and the moon tonight."

9. Repeats Steps 2 to 7 using  
the day time and night time  
pictures with the following  
questions:

Repeats Steps 2 to 7 as in-  
structed.

- a. "When do we see the sun/  
moon/stars?"

"We see it/them at day  
time/night time."

- b. "When are we going to see  
the moon/stars?"

"We are going to see it/  
them tonight."

EVALUATION

1. Shows clock time or picture  
and asks:

One student answers,

"What time do we come to  
school/go home?"

"We come to school/go home  
at \_\_\_\_\_."

"When do we see the sun/  
moon/stars?"

"We see it/them at day time/  
night time."

SYNTAX UNIT 5  
Ability to Ask Questions

EVALUATION  
(CONT.)

Instructor

Student(s)

"When are we going to see  
the \_\_\_\_?"

"We are going to see the \_\_\_\_  
tonight."

2. Shows clock time or pictures  
and cues:

One student asks,

come to school/go home

"What time do we \_\_\_\_?"

Answers, "We \_\_\_\_ at \_\_\_\_."

day time/night time

"When do we see the \_\_\_\_."

Answers, "We see \_\_\_\_ at \_\_\_\_."

moon/stars - tonight

"When are we going to see  
the \_\_\_\_?"

Answers, "We are going to see  
the \_\_\_\_ tonight."

3. Shows clock time and picture  
and cues:

One student asks, another  
student answers.

come to school/go home

"What time/When do we \_\_\_\_?"

day time/night time

"We \_\_\_\_ at \_\_\_\_."

moon/stars - tonight

"When are we going to \_\_\_\_?"

"We are going to see the \_\_\_\_  
\_\_\_\_."

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Leads students to use the  
patterns learned in real-life  
situations.

Asks instructor and peers  
questions as instructed.

Uses the following steps with  
sample questions on the right.

- a. "What time do you \_\_\_\_?"  
go to bed  
wake up  
get up  
play at school/at  
home  
eat breakfast/lunch/  
dinner

Instructor asks Student(s)  
Student(s) asks Student(s)  
Student(s) asks Instructor



SYNTAX UNIT 5  
Ability to Ask Questions

- 5 -

SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)

Instructor

Student(s)

"I \_\_\_\_ at \_\_\_\_."

- b. "When do you celebrate  
\_\_\_\_?"

your birthday  
Children's Day  
Boys' Day  
Girls' Day  
Thanksgiving Day  
New Year's Day

"We celebrate \_\_\_\_ on  
\_\_\_\_."

- c. "When are you going to  
\_\_\_\_?"

go home  
play with me  
give me a \_\_\_\_

BACKGROUND  
INFORMATION

1. Asians have different ways of telling time from that of English. Japanese, Koreans, and Chinese use numeral plus time words to tell time. Tagalog uses a time marker plus numeral.

|          |    |                   |
|----------|----|-------------------|
| English  | at | 10 (o'clock)      |
| Chinese  |    | 10 (o'clock)      |
| Japanese |    | 10 (o'clock) at   |
| Korean   |    | 10 (o'clock) at   |
| Tagalog  | at | time<br>marker 10 |
| Samoan   |    |                   |

SYNTAX UNIT 5  
Ability to Ask Questions

BACKGROUND  
INFORMATION  
(CONT.)

Instructor

Student(s)

Note that Chinese do not use a preposition before a clock time as in "at 10 o'clock." Koreans and Japanese have the preposition but it comes after a clock time. Chinese, Japanese, and Koreans need more practice on the use of the preposition at before a time clock.

2. Verb tense seems to present special problems to Asian students. In this lesson, for instance, the difference between the simple present and the future form with "going to" may be a little difficult for Asian students to understand. Note the difference in the verb forms in the following sentences:

When do we see the stars? We see them at night time.

When are we going to see the stars? We are going to see them tonight.

Most Asian languages like Korean, Japanese, and Tagalog inflect their verbs regularly to express their verb tense. Chinese do not have to inflect at all. For example:

English: We come to school at 9 (o'clock).

Chinese: We go school 9 o'clock.

English: We are going to school tomorrow.

Chinese: We go school tomorrow.

More practice on the use of the future form with "going to" should be given to Asian students.

Drills like the following might be useful:

Instructor

Student(s)

1. When are you going to play with me?

tomorrow

I'm going to play with you tomorrow.

SYNTAX UNIT 5  
Ability to Ask Questions

- 7 -

BACKGROUND  
INFORMATION  
(CONT.)

Instructor

Student(s)

next week

I'm going to play with you  
next week.

When is she going to play  
with me?

this afternoon

She's going to play with you  
this afternoon.

When are they going to play  
with me?

tonight

They're going to play with  
you tonight.

2. What time do you go to  
bed?

What time do you go to bed?

tonight

What time are you going to  
bed tonight?

every night

What time do you go to bed  
every night?

he

What time does he go to bed  
every night?

tonight

What time is he going to bed  
tonight?

## SYNTAX UNIT 6

### SKILL

ABILITY TO ASK AND ANSWER SIMPLE QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask and answer where questions as

Where were you yesterday?  
I was at home.

Where are we going?  
We are going to the playground.

Where is the book?  
It's on the desk.

Review the why questions as

Why were you absent yesterday?  
I was sick yesterday.

Why are we going out now?  
We are having a fire drill.

Why do you need that book?  
(Because) I need to study it.

Review the tense agreement in English.

Why were you absent yesterday?  
I was sick (yesterday.)

Review the agreement between pronouns and their antecedents.

Why was John absent yesterday?  
He was sick yesterday.

### MATERIALS

One or two hand puppets

### PROCEDURE

#### Instructor

#### Student(s)

1. Holds a puppet in each hand All watch and listen.  
and models the dialogue twice.

P 1: Why were you absent  
yesterday?

P 2: I was sick yesterday.

P 1: Where were you (yesterday)?

P 2: I was at home (yesterday).

SYNTAX UNIT 6  
Ability to Ask and Answer Simple Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

2. Models each line with the puppets.

All repeat.

P 1: Why were you absent yesterday?

Why were you absent yesterday?

P 2: I was sick yesterday.

I was sick yesterday.

P 1: Where were you yesterday?

Where were you yesterday?

P 2: I was at home yesterday.

I was at home yesterday.

3. Takes roles.

Takes roles.

Takes P 1's role

Takes P 2's role

Why were you absent yesterday?

I was sick yesterday.

Where were you yesterday?

I was at home yesterday.

Takes P 2's role

Takes P 1's role

I was sick yesterday.

Why were you absent yesterday?

I was at home yesterday.

Where were you yesterday?

4. Divides class into two groups. Has Group I take P 1's role and Group II take P 2's role.

Groups take roles.

Group I:  
Why were you absent yesterday?

Group II:  
I was sick yesterday.

Group I:  
Where were you yesterday?

Group II:  
I was at home yesterday.

Has Group I and Group II exchange roles.

Group II:  
Why were you absent yesterday?



SYNTAX UNIT 6  
Ability to Ask and Answer Simple Questions

- 3 -

PROCEDURE  
(CONT.)

Instructor

Student(s)

5. Asks for volunteers and gives each a puppet. Has one student take P 1's role and the other student take P 2's role.

Has the students exchange roles.

Continues to ask students to play role with the puppets.

6. Repeats steps 1 to 5 using the following dialogues:

a. P 1: Why are we going out?

P 2: (Because) it's a fire drill.

P 1: Where are we going?

P 2: We're going to the playground.

b. P 1: Why do you need that book?

P 2: (Because) I need to study it.

P 1: Where is the book?

P 2: It's on the desk.

Group I:

I was sick yesterday.

Group II:

Where were you yesterday?

Group I:

I was at home yesterday.

Takes role and manipulates the puppet.

Exchange roles and manipulates the puppet.

Repeats steps 1 to 5 as instructed.



SYNTAX UNIT 6  
Ability to Ask and Answer Simple Questions

EVALUATION

Instructor

Student(s)

1. Takes one role of a dialogue and cues a student to take the other role.

Takes the role as assigned.

Why were you absent yesterday?

I was sick yesterday.

Where were you yesterday?

I was at home yesterday.

2. Pair students take roles in dialogues.

S 1: Why are we going out?

S 2: It's a fire drill.

S 1: Where are we going?

S 2: We're going to the playground.

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Leads students to carry on dialogues using other subjects. Follow Procedure steps 1 to 5 for the following:

Repeat Procedure steps 1 to 5.

- a. P 1: Why was John absent yesterday? (Mary, he, etc.)

P 2: He was sick yesterday.

P 1: Where was he yesterday?

P 2: He was at home yesterday.

- b. P 1: Why are they going out? (John and Mary, etc.)

P 2: They're going on a field trip.

P 1: Where are they going?

P 2: They're going to the zoo.

- c. P 1: Why does John go to that classroom? (Mary, that person, etc.)

SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)InstructorStudent(s)

P 2: His sister is in that  
room.

P 1: Where's John's sister?

P 2: She's over there.

BACKGROUND  
INFORMATION

In Asia, when a student cannot go to school, the parents must write a note to the school officials. Explain the normal procedure for absence from your school.

Due to economical and/or safety reasons, Asian parents sometimes hesitate to let their children participate on field trips. Explain the advantages of a field trip to your Asian parents as well as to the students. Make clear to them that the school is responsible for their children's safety and most of the transportation fee.

English verb conjugation is new to most of the Asian students. Allow more practice time with emphasis on the tense agreement in English.

Most of the Asian languages have only one third person singular pronoun. Allow students more time to practice producing sentences with appropriate pronouns.

## SYNTAX UNIT 7

### SKILL

### ABILITY TO ASK QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask negative questions as:

Don't you like to play this game?  
Doesn't she brush her teeth everyday?  
Isn't it a beautiful day today?

and give correct responses as:

Yes, I do./No, I don't.  
Yes, she does./No, she doesn't.  
Yes, it is./No, it isn't.

### MATERIALS

All cultural booklets, KEYS Project.  
The sample used in this lesson is Korean Thanksgiving, p. 13.  
Children's stories  
One or two puppets

### PROCEDURE

#### Instructor

#### Student(s)

1. Shows picture on page 11 and describes the picture. All watch and listen.

2. Holds a puppet in one hand and models the following dialogue about the picture. All watch and listen.

P: Why do they eat with chopsticks? Don't they use any spoons and forks?

I: Yes, they do. But they like to use chopsticks, too.

P: Isn't the food delicious?

I: Yes, it is.

3. Models each line with the puppet. All repeat.

P: Why do they eat with chopsticks?

"Why do they eat with chopsticks?"

Don't they use any spoons and forks?

"Don't they use any spoons and forks?"

SYNTAX UNIT 7  
Ability to Ask Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

I: Yes, they do. But they like to use chopsticks, too.

"Yes, they do. But they like to use chopsticks, too."

P: Isn't the food delicious?

"Isn't the food delicious?"

I: Yes, it is.

"Yes, it is."

4. Divides class into two groups. Has Group I take puppet's role and Group II take the instructor's role.

Groups take roles.

I: Why don't they eat with chopsticks? Don't they use any spoons and forks?

II: Yes, they do. But they like to use chopsticks.

I: Isn't the food delicious?

II: Yes, it is.

Has Groups I and II exchange roles

Groups I and II exchange roles.

5. Asks for two volunteers and has them take roles.

Two students take roles.

Continues role playing until every one has his turn.

6. Repeats Steps 2 to 5, using the following exchanges:

Repeats Steps 2 to 5 as instructed.

P: Why do they sit on the pillow?

Don't they sit on chairs?

I: Yes, they do. But they like to sit on the pillows, too.

EVALUATION

1. Shows picture on p. 13 and takes role with student.

Takes role with instructor.

"Why do they eat with chopsticks? Don't they have any spoons and forks?"

"Yes, they do. But they like to use chopsticks."

EVALUATION  
(CONT.)

- | <u>Instructor</u>                                         | <u>Student(s)</u>                                          |
|-----------------------------------------------------------|------------------------------------------------------------|
| 2. Exchanges role with student.                           | Exchanges role with instructor.                            |
| "Yes, they do. But they like to sit on the pillows, too." | "Why do they sit on the pillow? Don't they sit on chairs?" |

Paired activity

- | <u>Student</u>                                                             | <u>Student</u>                                            |
|----------------------------------------------------------------------------|-----------------------------------------------------------|
| 1. "Why do they eat with chopsticks? Don't they use any spoons and forks?" | "Yes, they do, but they like to use chopsticks, too."     |
| 2. "Why do they sit on the pillow? Don't they use any chairs?"             | "Yes, they do, but they like to sit on the pillows, too." |

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Discussion of familiar topics as

Basic health needs  
Work and play  
Foods and nutrition  
Contributions to family teamwork, helping at home

- | <u>Instructor</u>                                                                                 | <u>Student(s)</u>                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Using a familiar story or picture, leads students into conversations using negative questions. | Carry on conversations using negative questions on the story or picture presented.                                                                                                                      |
| 2. Leads students into conversations about real-life situations:                                  | Carry on conversations about real-life situations.                                                                                                                                                      |
| <u>health habits</u>                                                                              | S 1: What do you do before you go to bed?<br>S 2: I put on my pajamas.<br>S 1: Don't you _____ brush your teeth?<br>take a bath?<br>wash your hands?<br>wash your face?<br>S 2: Yes, I do./No, I don't. |
| <u>food and nutrition</u>                                                                         | S 1: What do you eat for breakfast?<br>S 2: Egg and toast.<br>S 1: Don't you drink milk?<br>S 2: Yes, I do./No, I don't.                                                                                |



SYNTAX UNIT 7  
Ability to Ask Questions

BACKGROUND  
INFORMATION

1. Asking negative questions as:

"Don't you speak English?" can present some problems to some Asian students. These problems are illustrated in the following chart:

QUESTION MEANING:

English structure: "Don't you speak English?"

Chinese structure: "You don't speak English, do you?"

Filipino structure: "Do you speak English?"

RESPONSE:

Question: "Don't you speak English?"

English structure: "Yes, I do./No, I don't."

Chinese structure: "Yes, (I don't.) / No, (I do.)

Filipino structure: "Yes./No."

Note that Chinese students interpret a negative question the same way they interpret a negative tag question. These two negative question forms mean two different things in English. When a person asks a negative question in English as, "Don't you speak English?", he expects the other person to speak English. When he asks a negative question as, "You don't speak English, do you?" he expects the other person to agree or disagree with him. Because this type of distinction is not found in Chinese, learning the meaning of these two question forms may be difficult for Chinese students. Another problem for Chinese students is learning the short answer forms for these negative questions.

Filipinos have a different kind of problem. When Filipinos ask a negative question as, "Don't you speak English?" they actually mean to ask, "Do you speak English?" Filipinos have a tendency to use negative questions in their conversations. They feel that it is easier for the respondent to answer, "No" to this type of question than it is to the more direct "Do you speak English?"

Explain to the Filipino and Chinese students the connotations of such negative questions. Give them opportunities to use negative questions as they are used in English.

2. Asian students find it difficult to pronounce contracted forms of auxiliary verbs as:

|        |         |         |        |
|--------|---------|---------|--------|
| isn't  | aren't  | doesn't | didn't |
| wasn't | weren't | don't   | can't  |

Give them more practice on pronouncing these negative forms.



## SYNTAX UNIT 8

### SKILL

ABILITY TO ASK AND ANSWER SIMPLE TAG QUESTIONS

### LANGUAGE DEVELOPMENT

Learn to ask and answer simple tag questions as:

Amy is a Japanese American, isn't she?  
Yes, she is.  
Amy is not a Japanese American, is she?  
Yes, she is.  
Peach blossoms are yellow, aren't they?  
No, they are not.  
Peach blossoms are not yellow, are they?  
No, they are not.

### MATERIALS

All cultural booklets, KEYS Project  
The sample used in this lesson is Girls' Day with Amy

### PROCEDURE

#### Instructor

#### Student(s)

- |                                                                              |                                             |
|------------------------------------------------------------------------------|---------------------------------------------|
| 1. Reads the story while showing the pictures.                               | All listen.                                 |
| 2. Shows picture on page 5, and says, "Amy is a Japanese American girl."     | All repeat                                  |
| Asks: Amy is a Japanese American girl, isn't she?                            | All repeat                                  |
| Yes, she is.                                                                 |                                             |
| 3. Asks: Amy is a Japanese American girl, isn't she?                         | Answer: Yes, she is.                        |
| 4. Leads students to ask the question and instructor answers                 | Amy is a Japanese American girl, isn't she? |
| Yes, she is.                                                                 |                                             |
| 5. Divides the class into groups to practice this question and answer drill. |                                             |
| 6. Asks for volunteer(s) to practice this drill individually.                |                                             |

SYNTAX UNIT 8  
Ability to Ask and Answer Simple Tag Questions

PROCEDURE  
(CONT.)

Instructor

Student(s)

7. Repeats steps 1 to 6 with the following question and answer:

Amy is not a Japanese American girl, is she?

Yes, she is.

8. Shows picture on page 11. Follows steps 1 to 6 to practice the following question and answer:

Peach blossoms are yellow, aren't they?

No, they are not.

9. Shows picture on page 11. Follows steps 1 to 6 to practice the following question and answer:

Peach blossoms are not yellow, are they?

No, they are not.

EVALUATION

Instructor

Student(s)

1. Shows picture on page 5 and asks:

Amy is a Japanese American girl, isn't she?

Answer in group or individually.

Yes, she is.

2. Shows a picture and asks:

Peach blossoms are not yellow, are they?

Answer in group or individually

No, they are not.

SUNTAX UNIT 8  
Ability to Ask and Answer Simple Tag Questions

- 3 -

EVALUATION  
(CONT.)

3. Paired Students

Student

Student

Shows picture on page 5 and asks:

Girls' Day is a special  
day for boys, isn't it?

No, it is not.

etc.

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Instructor

Student(s)

1. Follow steps 1 to 6 in the  
procedure section to practice  
the following questions and  
answers:

- a. Girls' Day is a special  
day for girls, isn't it?

Yes, it is.

- b. (page 7)  
Some new dolls are Amy's  
are they?

Yes, they are.

- c. (page 15)  
Amy is not ready for Girls'  
Day, is she?

Yes, she is ready for Girls'  
Day.

- d. (page 19)  
Sweet rice cakes are not  
hard, are they?

Yes, they are.

2. Uses the classroom situation to  
elicit questions and answers.  
Practice them according to  
Procedures 1 to 6.

This is not a pen, is it?

Yes, it is.

or

No, it is not.

Little May is a Japanese American  
girl, isn't she.

No, she is not.

# SYNTAX UNIT 8

## Ability to Ask and Answer Simple Tag Questions

### BACKGROUND INFORMATION

1. Tag questions are difficult for Asian students, particularly the negative ones. Many students from Asia use the Asian structure to answer tag questions as in the following:

Amy is not a Japanese American girl, is she?  
No, she is.

What the Asian students mean in the above answer is that no, you're wrong; she is a Japanese American girl.

Following the same reasoning, the following answer for the question is common:

This is a pen(pointing to a book), isn't it?  
Yes, it is not. (meaning, yes, you're right;  
it is not a pen--it is a book).

Drills on this English structure are needed.

2. In forming English tag questions, it is important that students have previously learned the agreement between the pronoun and its antecedent. As mentioned in the other units, many Asian languages have only one form for the third person singular pronoun. Teachers need to watch mistakes as:

Amy is a Japanese American girl, isn't he?

3. Because the plural noun form in English is generally new to the Asian students, it is necessary to correct common mistakes made by Asian students as:

The boat races are about to begin, isn't it?

## SYNTAX UNIT 9

### SKILL

### ABILITY TO USE COMMON PHRASES IN SOCIAL COURTESIES

### LANGUAGE DEVELOPMENT

Learn to use common phrases in social courtesies as:

I'm sorry.  
Excuse me.  
Pardon me./Pardon me?  
Thanks./Thank you.  
No, thanks./No, thank you.  
You're welcome./Don't mention it.  
It's all right.  
May I.....?

### MATERIALS

One or two pairs of hand puppets  
Common objects in the classroom

### PROCEDURE

| <u>Instructor</u>                                             | <u>Student(s)</u>                    |
|---------------------------------------------------------------|--------------------------------------|
| 1. Holds a puppet in each hand and models the dialogue twice. | All watch and listen.                |
| P 1: Excuse me, may I borrow your crayon?                     |                                      |
| P 2: Yes                                                      |                                      |
| P 1: Thanks./Thank you.                                       |                                      |
| P 2: You're welcome.                                          |                                      |
| 2. Models each line with the puppets.                         | All repeat.                          |
| P 1: Excuse me, may I borrow your crayon?                     | Excuse me, may I borrow your crayon? |
| P 2: Yes.                                                     | Yes.                                 |
| P 1: Thanks./Thank you.                                       | Thanks./Thank you.                   |
| P 2: You're welcome.                                          | You're welcome.                      |
| 3. Takes P 1's role.                                          | Takes P 2's role.                    |
| Excuse me, may I borrow your crayon?                          | Yes.                                 |
| Thanks./Thank you.                                            | You're welcome.                      |
| Takes P 2's role.                                             | Takes P 1's role.                    |
| Cues students.                                                | Excuse me, may I borrow your crayon? |
| Yes.                                                          | Thanks./Thank you.                   |
| You're welcome.                                               |                                      |



SYNTAX UNIT 9

Ability to Use Common Phrases in Social Courtesies

PROCEDURE  
(CONT.)

Instructor

Student(s)

4. Divides class into two groups. Has Group I take P 1's role and Group II take P 2's role.

Groups take roles.

Group I: Excuse me, may I borrow your crayon?

Group II: Yes.

Group I: Thanks./Thank you.

Group II: You're welcome.

Group II: Excuse me, may I borrow your crayon?

Group I: Yes.

Group II: Thanks./Thank you.

Group I: You're welcome.

Takes role and manipulates the puppet.

S 1: Excuse me, may I borrow your crayon?

S 2: Yes.

S 1: Thanks./Thank you.

S 2: You're welcome.

Exchange roles:

S 2: Excuse me, may I borrow your crayon?

S 1: Yes.

S 2: Thanks./Thank you.

S 1: You're welcome.

Has Groups I and II exchange roles.

5. Asks for volunteers and gives each a puppet. Has one student take P 1's role and the other student P 2's role.

Has Student 1 and Student 2 exchange roles.

Continue role playing until everyone has a turn.

6. Repeats steps 1 to 5 using the following dialogue:

Repeats steps 1 to 5 as instructed.

a. P 1: Ouch! You stepped on my toe!

P 2: I'm sorry./Excuse me. I didn't see it.

P 1: It's all right.



# SYNTAX UNIT 9

## Ability to Use Common Phrases in Social Courtesies

- 3 -

### PROCEDURE (CONT.)

#### Instructor

#### Student(s)

- b. P 1: Pardon me, is this your book?  
P 2: Oh, yes. Thank you.  
P 1: Don't mention it.
- c. P 1: Do you want some candy?  
P 2: Yes, please./Thanks.
- d. P 1: Do you want an apple?  
P 2: No, thanks./No, thank you.

### EVALUATION

1. Takes one role of a dialogue and cues a student to take the other role.

Takes the other role as instructed.

Excuse me, may I borrow your book?

Yes.

Thanks./Thank you.

You're welcome.

2. Paired students

#### Student

#### Student

Takes one role of a dialogue.

Takes the other role.

Ouch! You stepped on my foot!

I'm sorry./Excuse me.  
I didn't see it.

It's all right.

### SUGGESTED REINFORCEMENT ACTIVITY

Leads the students to carry on dialogue using the expressions learned in real-life situations.

Carry on dialogue in groups or individually using common objects found in the classroom.

- a. Excuse me, may I borrow your \_\_\_\_\_?  
Yes.  
Thanks./Thank you.  
You're welcome.
- b. Pardon me, is this your \_\_\_\_\_?  
Oh yes, thanks.  
You're welcome.

SYNTAX UNIT 9

Ability to Use Common Phrases in Social Courtesies

SUGGESTED  
REINFORCEMENT  
ACTIVITY  
(CONT.)

- c. Ouch! You stepped on my \_\_\_\_\_!  
I'm sorry./Excuse me. I didn't see it.  
It's all right.
- d. Do you want \_\_\_\_\_?  
Yes, please. Thanks./No, thanks./No, thank you.

BACKGROUND  
INFORMATION

Good form means different things in different cultures and misunderstandings can result because of this. For example, the Chinese feel that an apologetic look is sufficient when they accidentally bump someone or move in front of another person. Chinese students should be made to understand that in English or even in other Asian culture, an expression of apology such as Excuse me/I'm sorry/Pardon me is expected.

Usually when an Asian is offered something he declines the offer by saying, "Thanks." or "Thank you." which to an American would mean, "Yes, please. Thank you." Asian students should be given more practice in saying, "No, thank you." when declining an offer.

Also, Asians tend to say, "No, thank you" or its equivalent in words when first offered food or drink, or anything. Asians tend to repeat their offers, anxious for their guests to accept. This is because they are shy and reluctant to appear greedy or too eager by accepting the offer the first or second time around. Through role playing of social situations, familiarize the students with American ways of social intercourse.

## SYNTAX UNIT 10

### SKILL

#### ABILITY TO USE THE WORD PLEASE

### LANGUAGE DEVELOPMENT

Learn to use the word PLEASE to form requests and to respond to them.

Please come in.  
O. K.

Learn to respond to requests with the word CAN'T.

Please come with me.  
I'm sorry. I can't.

Review the common phrases in social courtesies as

I am sorry.  
Thank you.  
You're welcome.  
That's all right.

### MATERIALS

One or two pairs of hand puppets

### PROCEDURE

#### Instructor

#### Student(s)

1. Holds up a puppet in each hand and models the dialogue twice.

All watch and listen.

P 1: Please wait here.  
P 2: O.K.  
P 1: Thank you.  
P 2: You're welcome.

2. Models each line with the puppets.

All repeat.

P 1: Please wait here.  
P 2: O.K.  
P 1: Thank you.  
P 2: You're welcome.

3. Role Playing -- the instructor requests and students respond:

SYNTAX UNIT 10  
Ability to Use the Word Please

PROCEDURE  
(CONT.)

Instructor

Student(s)

Please wait here.  
Thank you.

O.K.  
You're welcome.

Students request and the  
instructor responds.

O.K.  
You're welcome.

Please wait here.  
Thank you.

4. Divide the class into groups  
to practice the above dialogue.
5. Asks for volunteers and gives  
each a puppet. Have students  
take different roles in the  
above dialogue.
6. Follow Procedure 1 to 5 using  
the following dialogue:
  - a. P 1: Please wait here.  
P 2: I'm sorry. I can't.  
P 1: That's all right.
  - b. P 1: Please get in line.  
P 2: O.K.  
P 1: Thank you.  
P 2: You're welcome.
  - c. P 1: Please come with me.  
P 2: I'm sorry. I can't.  
P 1: That's all right.
  - d. P 1: Please close the door.  
P 2: O.K.  
P 1: Thank you.  
P 2: You're welcome.

EVALUATION

1. Takes one role in a dialogue and  
cues students to take the other.

Please wait here.  
Thank you.

O.K.  
You're welcome.

EVALUATION  
(CONT.)

2. Paired students.

Student

Student

Takes one role of any  
dialogue in procedure 6.

Please come with me.  
That's all right.  
etc.

I'm sorry. I can't.

SUGGESTED  
REINFORCEMENT  
ACTIVITY

Instructor

Student(s)

Leads students to respond to  
the following requests with action:

Please open the door.

O.K. (Opens the door.)

Please stand up.

O.K. (Stands up.)

Please give me that book.

O.K. (Gives the book to the  
instructor.)

Please get in front of the  
line.

O.K. (Gets in front of the  
line.)

Please stay in line.

I'm sorry. I can't. (Leaves  
the line.)

Please give me that pencil.

I'm sorry. I can't.

BACKGROUND  
INFORMATION

Asian students are reluctant to refuse a request even though they cannot carry out the requests. Assure your Asian students that it is perfectly all right to refuse a request if they cannot carry it out.

The English word "can't" is difficult for Asian students to pronounce (the vowel and the final consonant "t"). Demonstrate to your Asian students the correct way to pronounce this word.

The polite request word "please" may come at the end of an English sentence. This is new to many Asian students.

Please come in. = Come in, please.

The expression "O.K." is as acceptable as the expression "all right" in informal conversation. Some Asian students feel that "O.K." is not as polite as "all right." Assure them that the expression "O.K." is acceptable for informal conversations.



## SYNTAX UNIT 11

### SKILL

ABILITY TO BE AWARE OF SOME BASIC AMERICAN TABLE MANNERS

### LANGUAGE DEVELOPMENT

Learn basic American table manners through the word DON'T.

Don't burp.  
Don't slurp your food.  
Don't chew food with your mouth open.  
Don't make noise when drinking soup.  
Don't swing the fork around when talking.  
Don't talk with food in your mouth.

Review HOW + DO question pattern through asking certain table manner questions

How do Americans drink soup?  
How do Japanese drink soup?  
How do others eat their food?

Review the usage of PLEASE in explaining some of the basic table manners.

Please sip your soup quietly.  
Please put the knife and fork on your plate when talking.

### MATERIALS

One or two pairs of hand puppets  
Reference on the various ethnic groups' customs

### PROCEDURE

#### Instructor

#### Student(s)

1. Explains to the class that one puppet is new here (P 1) and the other has been here a long time (P 2).

All watch and listen.

Holds a puppet in each hand and models the dialogue twice.

P 1: How do Americans drink their soup?

P 2: With a soup spoon.

2. Models each line with the puppet.

All repeat.



SYNTAX UNIT 11

Ability to be Aware of Some Basic American Table Manners

PROCEDURE  
(CONT.)

Instructor

Student(s)

P 1: How do Americans  
drink their soup?

How do Americans drink their  
soup?

P 2: With a soup spoon.

With a soup spoon.

3. Plays one role and student(s)  
play other role.

How do Americans drink their  
soup?

With a soup spoon.

How do Americans drink their  
soup?

With a soup spoon.

4. Divides class into groups to  
practice the above dialogue.
5. Asks for volunteer(s) to play  
different roles in the above  
dialogue.
6. Follows the above steps 1 to 5  
to practice the following dialogue:
  - a. P 1: How do I eat American  
food?  
P 2: With a knife and fork.
  - b. P 1: How do I eat cookies?  
P 2: Use your fingers to pick  
them up.
  - c. P 1: How do I eat the bread?  
P 2: Break off a small piece  
and butter it.
  - d. P 1: How do I butter the bread?  
P 2: With the butter knife.
7. Make one puppet (P 1) use  
bad table manners and have  
the other (P 2) teach it.

All watch and listen.

PROCEDURE  
(CONT.)InstructorStudent(s)

P 1: (Chews food with mouth open.)

P 2: Don't chew food with your mouth open. Please chew quietly.

8. Models the line that P 2 says.

P 1: (Chews food with mouth open.)

P 2: Don't chew food with your mouth open. Please chew quietly. All repeat.

9. Plays P 1 and asks student(s) to teach P 1 proper manners.

P 1: (Chews food with mouth open.) Don't chew food with your mouth open. Please chew quietly.

10. Follow steps 7 to 9 to practice the following situations:

a. P 1: (Slurps in food.)

P 2: Don't slurp in your food. Please eat quietly.

b. P 1: (Drinks soup noisily.)

P 2: Don't make noise when drinking soup. Please sip your soup quietly.

c. P 1: (Swings fork around when talking.)

P 2: Don't swing the fork around when talking. Please put your fork on the plate when talking.

SYNTAX UNIT 11

Ability to be Aware of Some Basic American Table Manners

PROCEDURE  
(CONT.)

Instructor

Student(s)

- d. P 1: (Talking with food  
in the mouth.)  
P 2: Don't talk with food  
still in your mouth.  
Please finish chewing  
all your food before  
talking.
- e. P 1: (Burps)  
P 2: Don't burp. Please  
eat quietly.

EVALUATION

1. Plays the P 1 role.  
Reacts to the P 1 by saying  
P 2's lines. This can be  
done in group as well as in-  
dividually
2. Paired students to perform  
the above activities.

SUGGESTED  
REINFORCEMENT  
ACTIVITIES

Instructor gathers information on other ethnic table manners. Compare them to the American table manners. Be certain not to make value judgements. The instructor can gather this information from students in the classroom or from other resources.

Show the Asian students the American eating utensils.

Ask students to bring in some of the eating utensils from their own cultures and explain how to use them to the class.

Role play eating in different parts of the world and learn the various table manners of the different cultures. Emphasize that there are various kinds of table manners.

BACKGROUND  
INFORMATION

Every culture has its own table manners. Good manners in one culture may be inappropriate in the other. For example, burping is not considered impolite in many Asian cultures. In many Asian countries, one can make noises when drinking soup or eating soupy food.

American table settings are new to most of the Asian students. It is desirable to show your students the common American table setting.

Let your students teach you and the class their own cultures' table manners and table settings.

## SYNTAX UNIT 12

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SKILL                                             | ABILITY TO UNDERSTAND AND PRACTICE COMMON AMERICAN CUSTOMS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| LANGUAGE DEVELOPMENT                              | Learn some common American customs as<br>Waiting in line<br>Punctuality or respect for time<br>Directness and straight-forwardness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| MATERIALS                                         | Pictures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| PROCEDURES AND SUGGESTED REINFORCEMENT ACTIVITIES | <p>I. Waiting in line</p> <p>A. Presentation</p> <ol style="list-style-type: none"><li>1. Show pictures of people waiting in line in public offices, supermarkets, banks, cafeterias, etc.</li><li>2. Ask questions about the pictures as:<br/>Where are these people?<br/>What are they doing?<br/>Who do you think came in first? next? last?<br/>If you came to this place and you saw this line, where would you stand? Why?<br/>What do you think would happen if these people did not stand in a line?</li></ol> <p>B. Role Playing</p> <ol style="list-style-type: none"><li>1. Provide situations in the classroom for students to practice waiting in line.<ol style="list-style-type: none"><li>a. Put about ten books on the table and have a group of ten students come to get a book by waiting in line.</li><li>b. Have the other students talk about the students in line using the above questions.</li></ol></li><li>2. Provide practice waiting in the lunch line, for the bathroom, etc.</li><li>3. If possible, take the children on a field trip to the local bank, post office, etc.</li></ol> |

SYNTAX UNIT 12

Ability to Understand and Practice Common American Customs

PROCEDURES  
AND  
SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)

C. Game: "Waiting Your Turn"

1. Take turns jumping rope.
2. Take turns throwing the ball.
3. Take turns catching the ball.

II. Punctuality or respect for time

A. Presentation

1. Tell students one or two short stories to illustrate punctuality.

Mr. John Smith owns a hardware store. He opens the store at 9:00 A.M. sharp every day. Mr. Smith is never late. He leaves home very early so that he can be at the store at least ten minutes before he opens. His employees always arrive at the store ten minutes before 9:00 A.M. so that they won't be late, either.

2. Ask questions about the story as

What does Mr. Smith own?  
What time does he open his store?  
Why does he leave home early?  
What time do Mr. Smith's employees go to work?  
Why do they arrive ten minutes before opening time?  
What do you think might happen if Mr. Smith does not open his store on time?

3. Ask questions about students' own experiences.

Does your father/mother work? Where?  
What time does he/she start work?  
Does he/she leave the house early? What time?  
What time do your classes start?  
What time do you leave home?  
What time do you get to school?  
Have you ever been late? Why?  
What should you do to avoid being late?



PROCEDURES  
AND  
SUGGESTED  
REINFORCEMENT  
ACTIVITIES  
(CONT.)

4. Have students react to the following:

If you were invited to a party at 2:00 P.M., what time should you arrive?

If your school program is scheduled to start at 9:00 A.M. what time should you be there?

If you're going on a field trip and the bus leaves at 10:00 A.M., what time should you be there?

III. Directness and straightforwardness:

A. Presentation

1. Tell students a sample story to illustrate the above custom.

May Lee and her classmates went with their teacher on a field trip to a nearby drugstore. Mrs. Jones wanted to buy them some ice cream. She asked May Lee if she wanted some. May Lee was very shy and didn't want to show Mrs. Jones and her friends that she was very eager and hungry so she said, "No, thank you." Mrs. Jones did not ask her again and May Lee did not have any ice cream.

2. Ask students about the story as

Where did May Lee and her classmates go with their teacher?

What did Mrs. Jones want to buy for them?

Did Mrs. Jones ask May Lee if she wanted some ice cream?

What did May Lee say? Why did she say that?

Did May Lee want some ice cream?

Do you think if Mrs. Jones had asked her the second or third time that she would have said, "Yes, thank you"?

Do you think Mrs. Jones knew that May Lee was not only shy but that she really wanted some ice cream?

If you were May Lee, what would you have done?

3. Provide students with opportunities or real life situations to practice this custom.

Role playing

Reacting to examples of this social situation.



SYNTAX UNIT 12

Ability to Understand and Practice Common American Customs

BACKGROUND  
INFORMATION

Asian students should be made aware of some of the common American customs to enable them to adjust themselves better to the American way of life. In selecting the information for this lesson, an attempt has been made to focus on those features of American culture that can cause some problems for the Asian student.

1. Waiting in Line: Some Asian students might find it interesting to see the way Americans observe order by waiting in line. This practice can be observed in public offices, theaters, doctors' offices, restaurants, super-market checkout stands, etc. In some Asian countries, this is seldom practiced or not practiced at all. Failure on the part of Asian students to observe such order as waiting in lines can be interpreted as being somewhat rude.

Give students opportunities to observe such practice in school situations. Have them realize the good effect of such a practice.

2. Punctuality or Respect for Time: Most Asians are not slaves to time. Americans, however, tend to be punctual in keeping their appointments and in conducting business. In some Asian countries such as the Philippines, some people still seem to be very casual about social and business appointments. A social engagement scheduled at 7:00 P.M. may mean anytime between 7:00 and 9:00 P.M. to the Filipino, and the more "important" a person is, the later he is likely to arrive. However, when two Filipinos agree to meet at 8:00 "American time", they mean 8:00 sharp.

Asian students should be made aware of the importance of being punctual. Have them realize the importance of arriving in school and keeping appointments on time. Give them opportunities to practice punctuality.

3. Directness and Straightforwardness: Asian tend to decline the first or second invitation. Asian hosts/ hostesses generally repeat their invitation or offers several times. Asians tend to be shy and do not want to seem too eager, greedy, or childish by accepting an invitation too quickly. Americans, however, tend to accept or decline an offer when first asked.

This type of concern for form by most Asians may cause the more direct American to feel uncertain as to the true feelings of the Asians. Acquaint the students with this American custom through role-playing of social situations.

# COMPREHENSION UNITS

## INTRODUCTION

The comprehension units are developed to assist students who are learning English as a second language. These students are able to express their understandings fluently in their own language, but need assistance in expressing their understandings in English.

The steps to learning a language are listening, speaking, reading, then writing. The intent of these lessons are to focus on the speaking or oral expression. The students need many experiences in oral language expression before they are expected to read or write.

The first unit is a sample series of lessons which can be used with folktales as a means of developing oral English language skills and understanding of the American culture.

The subsequent units focus on a common folktale of the different Asian cultures to be used to develop oral English language skills and to maintain the cultural heritage of the student.

The following comprehension skills outlined are from the Bloom's Taxonomy.

## ORAL COMPREHENSION SKILLS

### I. Literal Comprehension Skills

- A. Find main ideas
- B. Relate details

### II. Interpretative Skills

- A. Classify information
- B. Identify sequence of ideas
- C. Recognize relationships
- D. Identify cause and effect
- E. Interpret figurative language
- F. Recognize and interpret emotional reactions
- G. Apply facts and concepts to problem solving

### III. Critical Evaluation Skills

- A. Make inferences
- B. Draw conclusions
- C. Predict outcomes
- D. Compare and contrast ideas
- E. Evaluate ideas for reliability and validity
- F. Distinguish between relevant and irrelevant information

### An Oral Tradition: The Use and Value of Folk and Fairy Tales

The term folklore applies generally to a body of expression which includes folk and fairy tales, myths, epics, ballads, and fables. Thus grouped, they reveal a psychological unity. Folk and fairy tales, basically an oral tradition, are developed out of a people's attempt to explain and identify themselves and the happenings about them. Through folk and fairy tales, children and adults alike gain an insight into the social, cultural, political, and economic climates of a people. Adults using the oral tradition need to be aware of any negative social connotation reflected in such oral interpretation of an ethnic group's values. Thoughtful placement of racist, sexist, dehumanizing, oppressive stereotypes into proper historical perspective is imperative. The unthinking use of demeaning themes with children because of innate charm of the tale may be harmful. Storytellers have a responsibility to provide a frame of reference for their material. Without being didactic, the storyteller can set a tone of recognition that the values and attitudes in the tale sprang out of another time and place.

Folk tales have a firm basis in reality. These are the stories built out of the common experiences, knowledge, speculation and emotions of a cohesive group of people. While there may be symbolic elements of fantasy, folk tale themes have their foundation in actual life-styles-a microcosm view of realism, so to speak. Here we have trickery and foolishness as well as virtue rewarded.

Fairy tales are essentially struggles of good versus evil with justice triumphant. The symbolism is usually direct and the action uncluttered. The characters in fairy tales include imaginary people, usually with magical elements in the story line.

Folk as well as fairy tales adhere to the criteria for pleasurable involvement of all ages: action; strong yet simple plot lines; positive values; strong imagery developed out of the dialogue.

The universal appeal of folk and fairy tales springs from the emotional satisfaction inherent in society's handling its needs through storytelling. Can there be any question that folklore is an expression, by extension, of a people's aspirations, hopes, dreams? Courage, heroic behavior, cleverness, humor, hostility, triumph over adversity, weak versus strong--the themes are universal, the variants rich and remarkable. Folk tales of a region illuminate while they entertain, a heritage and history preserved by the human voice.

If human communication first developed through act and movement, it was with the development of oral language that the experience and expression of an idea could be widely communicated.

Librarians and teachers alike, in their devotion to the reading experience, may tend to undervalue the word as heard rather than read. Folk and fairy tales, the embodiment of communication between people, are the heart of storytelling. Just as picture-book storytelling can enhance a tale, so the librarian or teacher must allow an audience the vital opportunity of visual imagination fed by rhythm, cadence, auditory patterns. Truly a primary resource, the spoken word must be actively promoted--as imagery feeders, as sensory experiences, for the pleasure of a medium just as vital as the words on a printed page.

Edith White, Regional Children's Librarian  
East Valley Region

## COMPREHENSION UNIT I

The flannel board story of "The Three Bears" is used as a sample for activities which can be used with many stories to develop oral comprehension skills for students learning English.

This version of "The Three Bears" has been modified to use the syntax which has been presented in the Phonology Units and Syntax Units.

### THE THREE BEARS

Once upon a time, there were Three Bears--a big Papa Bear, a medium-sized Mama Bear, and a little Baby Bear. They lived in a house in the woods.

Early one morning, Mama Bear went into the kitchen and put on her apron to make porridge for the family. When it was cooked, Mama Bear put some porridge in Papa Bear's big bowl, some in her own medium-sized bowl, and some in Baby Bear's little bowl. She put the three bowls of porridge on the table and called her family to eat breakfast.

Papa Bear tasted his porridge and said in a loud voice, "My porridge is too hot!" Mama Bear tasted her porridge and said in her medium voice, "My porridge is too hot, too!" Baby Bear tasted his porridge and said in his soft voice, "My porridge is too hot, too!"

Papa Bear said, "Let's go for a walk in the woods while the porridge cools."

While the Three Bears were walking in the woods, a little girl named Goldilocks found the Three Bears' house in the woods. She knocked on the door and went inside the house.

Goldilocks saw three bowls of porridge on the table. She was very hungry and decided to taste the porridge. She tasted the porridge from Papa Bear's big bowl and said, "It's too hot!" She tasted the porridge from Mama Bear's medium-sized bowl and said, "It's too cold!" She tasted the porridge from Baby Bear's little bowl and said, "It's just right!" And ate it all up.

Goldilock's tummy was full of porridge so she decided to rest on a chair. First, she sat on Papa Bear's big chair and said, "It's too hard!" Next, she sat in Mama Bear's medium-sized chair and said, "It's too soft!" Last, she sat in Baby Bear's small chair and broke it all to pieces.

Goldilocks became very tired and she decided to take a nap. She went to the bedroom where she saw three beds. She tried Papa Bear's big bed and said, "It's too hard!" She tried Mama Bear's medium-sized bed and said, "It's too soft!" She tried Baby Bear's little bed and said, "It's just right!" And fell fast asleep.



COMPREHENSION UNIT 1  
THE THREE BEARS (CONT.)

While Goldilocks was sleeping, the Three Bears came home. First, Papa Bear saw his big bowl of porridge and said in a loud voice, "Someone's been eating my porridge!" Mama Bear said in her medium voice, "Someone's been eating my porridge!" Baby Bear said in his soft voice, "Someone's been eating my porridge, and ate it all up!"

Next, Papa Bear saw his big chair and said in his loud voice, "Someone's been sitting in my chair!" Mama Bear said in her medium voice, "Someone's been sitting in my chair!" Baby Bear said in his soft voice, "Someone's been sitting in my chair, and broke it all to pieces!"

Last, Papa Bear went into the bedroom and said in his loud voice, "Someone's been sleeping in my bed!" Mother Bear said in her medium voice, "Someone's been sleeping in my bed!" Baby Bear said in his soft voice, "Someone's been sleeping in my bed, and THERE SHE IS!"

Goldilocks woke up and was very frightened to see the angry bears. She jumped out of bed and ran away as fast as she could.

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## COMPREHENSION UNIT I

### FOLKTALE

#### THE THREE BEARS

### SKILLS

Categorize and classify information

### MATERIALS

(For use with flannel board story)

Flannel board

Father Bear

Mother Bear

Baby Bear

Large bed, chair, bowl

Medium-size bed, chair, bowl

Small bed, chair, bowl

### SUGGESTED ACTIVITIES

1. Have students sort the objects, of the same kind.
2. Have students sort all the large objects, the medium-size objects and the small objects.
3. Have students sort all the objects belonging to Father Bear, Mother Bear, and Baby Bear.



## COMPREHENSION UNIT I

### FOLKTALE

### THE THREE BEARS

### SKILLS

Recognize objects of opposite characteristics

### MATERIALS

(For use with flannel board story)

Flannel board

Father Bear

Baby Bear

Large bed, chair, bowl

Small bed, chair, bowl

Hard bed

Soft bed

Hot porridge

Cold porridge

Paper and crayons

### ACTIVITIES

1. Place one of each of the following pairs of objects on the flannel board one at a time and have the students put the opposite object beside it.

Example: Instructor places a large bed on the flannel board.  
Student places a small bed beside it.

Pairs: large bed - small bed  
large chair - small chair  
large bowl - small bowl  
hard bed - soft bed  
cold porridge - hot porridge  
Father Bear - Baby Bear

2. Have students draw the opposite picture of each of the following:

small bowl -  
large chair -  
large bed -  
soft bed -  
cold porridge -

## COMPREHENSION UNIT I

### FOLKTALE

#### THE THREE BEARS

### SKILLS

Recognize relationships

### MATERIALS

(For use with flannel board story)

Flannel board  
Father Bear  
Mother Bear  
Baby Bear  
Soft bed  
Hard bed  
Broken chair  
Hot porridge  
Cold porridge  
Baby Bear's bed  
Goldilocks

Flash cards:

"It's too cold."  
"It's too hot."  
"It's too soft."  
"It's too hard."  
"It's just right."  
"It's too small."

### SUGGESTED ACTIVITIES

1. Have students put the pairs of pictures according to the following relationships on the flannel board.

Example: Father and Mother

- a. Father and Baby
- b. Mother and Baby
- c. Family (Father, Mother, Baby)

2. Place the following pairs of pictures one at a time on the flannel board and have the students put the corresponding flash card related to the picture. This activity is for students who can read the flash cards.

Example: Instructor places Father Bear and hot porridge on the flannel board with the picture of Goldilocks.

Student puts the flash card below the pictures:

"It's too hot."

- a. Baby Bear and a small bed ("It's just right.")
- b. Baby Bear and a broken chair ("It's too small.")
- c. Mother Bear and cold porridge ("It's too cold.")
- d. Father Bear and a big bed ("It's too hard.")
- e. Mother Bear and a medium-size bed ("It's too soft.")

## COMPREHENSION UNIT I

### FOLKTALE

### THE THREE BEARS

### SKILLS

Compare objects according to size, texture, and temperature

### MATERIALS

(For use with flannel board story)

|                              |                        |
|------------------------------|------------------------|
| Flannel board                | Small bed, chair, bowl |
| Father Bear                  | Bowl of hot porridge   |
| Mother Bear                  | Bowl of cold porridge  |
| Baby Bear                    | Hard bed               |
| Large bed, chair, bowl       | Soft bed               |
| Medium-size bed, chair, bowl | Goldilocks             |

### SUGGESTED ACTIVITIES

1. Place the three bears on the flannel board and have students compare them by asking and answering the following questions.

Who is bigger, Mother Bear or Father Bear?  
Who is smaller than Mother Bear?  
Who is the biggest?  
Who is the smallest?

2. Place the three bears and corresponding sized chairs on the flannel board and have students compare them by asking and answering the following questions.

Whose chair is the biggest?  
Whose chair is the smallest?  
Is Mother Bear's chair bigger than Father Bear's chair?  
Whose chair is bigger than Mother Bear's chair?  
Is Baby Bear's chair smaller than Mother Bear's chair?  
(Repeat the same questions using the three beds and the three bowls.)

3. Place the three bears and corresponding beds on the flannel board and have students compare them by asking and answering the following questions.

Which bed is harder, Mother Bear's bed or Father Bear's bed?  
Which bed is softer than Baby Bear's bed?  
Is Father Bear's bed the hardest?  
Which bed is the softest?  
Which bed is just right?

4. Place the three bears and corresponding bowls of porridge on the flannel board and have students compare them by asking and answering the following questions.

Whose porridge is colder than Baby Bear's?  
Whose porridge is hotter than Baby Bear's?  
Whose Porridge is the coldest?  
Whose porridge is the hottest?  
Whose porridge is just right?

## COMPREHENSION UNIT 1

### FOLKTALE

### THE THREE BEARS

### SKILLS

Recall facts and identify sequence of events about the story.

### SUGGESTED ACTIVITIES

1. Ask the students the following questions about the story. Encourage oral responses in complete sentences.

Where did the three bears live?  
Who cooked the porridge?  
Why did the three bears go for a walk to the woods?  
Who came to the three bear's house while they were walking in the woods?  
Was Goldilocks hungry?  
Did Goldilocks like Father Bear's porridge? Why?  
Why didn't she like Mother Bear's porridge?  
Whose porridge did she eat all up?  
Why didn't she like Mother Bear's bed?  
Did she like Father Bear's bed? Why?  
Did she like Baby Bear's chair? Why?  
Why did Goldilocks like to take a nap?  
Which bed did she like best?  
Did the three bears come home while she was sleeping?  
What did Goldilocks do when she woke up and saw the three bears?

2. Have the students arrange the following groups of events in the order they occur in the story:
  - a. \_\_\_\_\_ The three bears went for a walk to the woods.  
\_\_\_\_\_ Mother Bear cooked some porridge for breakfast.  
\_\_\_\_\_ Goldilocks came to the house of the three bears.
  - b. \_\_\_\_\_ Goldilocks tried the beds of the three bears.  
\_\_\_\_\_ Goldilocks sat on the chairs of the three bears.  
\_\_\_\_\_ Goldilocks tasted the porridge of the three bears.
  - c. \_\_\_\_\_ Goldilocks sat in Baby Bear's small chair and broke it in half.  
\_\_\_\_\_ Goldilocks sat on Father Bear's chair and it was too hard.  
\_\_\_\_\_ Goldilocks sat on Mother Bear's chair and it was too soft.

## COMPREHENSION UNIT 1

### FOLKTALE

### THE THREE BEARS

### SKILL

Predict outcomes (cause and effects) (draw conclusions)

### SUGGESTED ACTIVITIES

Have students answer the following questions. Encourage oral responses in complete sentences.

- a. What do you think Mother Bear did when they found out that Goldilocks had eaten Baby Bear's porridge?
- b. What do you think Father Bear did when he saw Baby Bear's broken chair?
- c. What do you think Goldilocks did after she got out of the three bear's house?
- d. What do you think Goldilocks would have done if she had seen the three bears inside the house?
- e. What do you think the three bears did when they saw Goldilocks running away?
- f. What do you think would have happened if Goldilocks wasn't able to run away?

Role-playing or drawings would be another way for students to respond to these questions..

## COMPREHENSION UNIT 1

### FOLKTALE

### THE THREE BEARS

### SKILL

### Interpretive skills

### SUGGESTED ACTIVITIES

#### 1. Learning to anticipate meaning.

Use of the close procedure.

While the Three Bears \_\_\_\_\_ walking in the woods \_\_\_\_\_  
little girl named Goldilocks \_\_\_\_\_ the three bear's  
house \_\_\_\_\_ the woods.

#### 2. Judging emotional response to what is read.

a. When Goldilocks saw the porridge, how did she feel?

angry                      hungry                      sleepy

b. When Goldilocks woke up and saw the bears, how  
did she feel?

angry                      hungry                      frightened



# COMPREHENSION UNIT 1

## FOLKTALE

## THE THREE BEARS

## SKILLS

Literal comprehension (expanding vocabulary concepts)

## SUGGESTED ACTIVITIES

1. Using the rest of the sentence to determine the meaning.
  - a. The Three Bears lived in the "woods" where there were many big trees.
  - b. Mama Bear went into the kitchen and made porridge which.

2. Putting words in categories.

| Furniture | Foods    | Animal    | Describing behavior |
|-----------|----------|-----------|---------------------|
|           | porridge | Papa Bear | big                 |
|           |          | Mama Bear | Medium-sized        |

3. Choosing synonyms.

little                      large  
                                     \                      /  
                                     big                      small

4. Recognizing sequence of ideas within a sentence.

- a. 2 Mama Bear went into the kitchen  
      1 early one morning  
      3 put on her apron to make porridge
- b. \_\_\_\_\_ "My porridge is too hot"  
      \_\_\_\_\_ Papa Bear tasted his porridge  
      \_\_\_\_\_ Said in a loud voice

5. Deciding whether the sentence explains when, where, why how or who.

- a. They lived in a house in the woods. where
- b. A little girl named Goldilocks finds  
     the Three Bears' house. \_\_\_\_\_

COMPREHENSION UNIT 1 (cont.)

SUGGESTED  
ACTIVITIES  
(CONT.)

6. Understanding antecedents or pronoun referents in the sentence.

- a. Goldilocks wakes up and is very frightened to see the angry bears. She jumps out of the bed .....

she Goldilocks

- b. Mama Bear says in her medium-sized voice, "Someone has been eating my porridge."

her \_\_\_\_\_

my \_\_\_\_\_

## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

### Identifying cause and effect

### SUGGESTED ACTIVITIES

Have students give complete oral responses to the following questions.

1. Why couldn't Ma Liang go to school?
2. Why didn't the teacher let him come to his school?
3. What happened when Ma Liang woke up from his dream?
4. What happened when Ma Liang painted the bird on the wall?
5. Why didn't Ma Liang complete the pictures he painted for the rich people?

## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

### Predicting outcomes

### SUGGESTED ACTIVITIES

Have students give complete oral responses for the following questions.

1. What do you think the man in Ma Liang's dream would have done if Ma Liang had not used the magic brush wisely?
2. What do you think the rich people would have done if they had known about Ma Liang's secret?
3. What do you think would have happened to Ma Liang's life if he had not been given the magic brush?
4. What kind of a painter do you think Ma Liang would have been if he had studied in school?

## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

Identifying sequence of ideas

### SUGGESTED ACTIVITIES

Have students arrange the following events by writing 1 to 4 in the order they occur in the story.

1. \_\_\_\_\_ One night an old man came to Ma Liang in his dream.  
\_\_\_\_\_ Ma Liang used his magic brush to help the poor people in the village.  
\_\_\_\_\_ Ma Liang woke up and found a golden paintbrush in his hand.  
\_\_\_\_\_ Ma Liang wanted to learn how to paint.
2. \_\_\_\_\_ He painted a fish and as soon as he finished the painting, it came to life.  
\_\_\_\_\_ Ma Liang asked the poor people in his village what they would like to have.  
\_\_\_\_\_ He painted a beautiful bird on the wall and the bird came to life.  
\_\_\_\_\_ Ma Liang took the fish and shared it with an old woman who helped him.

## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

Applying facts to problem solving

### SUGGESTED ACTIVITIES

Have students give complete oral responses to the following questions.

1. If you were Ma Liang how would you use your magic brush wisely?
2. If you were Ma Liang before he got his magic brush, what would you have done to have food and money?
3. If you were in Ma Liang's place would you finish the rich people's picture? Why, or why not?



## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

Recognizing and interpreting emotional reactions

### SUGGESTED ACTIVITIES

1. Have students write a check mark (✓) before the events in Ma Liang's life where they feel sorry for him, and X before the events where they feel happy for him.

\_\_\_\_\_ He got a magic paintbrush.

\_\_\_\_\_ He had no father or mother.

\_\_\_\_\_ He couldn't come to school because he had no money.

\_\_\_\_\_ He could help the poor people in the village.

\_\_\_\_\_ He worked hard everyday.

\_\_\_\_\_ All his paintings always came to life.

\_\_\_\_\_ Every evening Ma Liang cried himself to sleep.

\_\_\_\_\_ The poor people in the village kept his secret.

2. Circle the correct word.

- a. How did Ma Liang feel after working hard all day?

tired

sad

strong

- b. How did Ma Liang feel when he found the golden paintbrush in his hand?

afraid

excited

sad

- c. How did the poor people in the village feel when Ma Liang helped them?

sad

unhappy

happy

## COMPREHENSION UNIT 2

### FOLKTALE

### THE MAGIC BRUSH

### SKILL

Expanding vocabulary concept

### SUGGESTED ACTIVITIES

Have students write the word from Column A that has the same meaning as the underlined words in Column B.

#### Column A

true

wisely

shared

finish

reward

secret

became real

#### Column B

The birds and fish came to life.

He gave him a present for doing something good.

He used his paint brush to do good to others.

His dream was real.

He didn't complete the rich people's pictures.

He gave the fish to the old woman who helped him.

The magic brush is only known between Ma Liang and the poor people in the village.

### COMPREHENSION UNIT 3

#### FOLKTALE

#### THE MONKEY AND THE TURTLE

#### SKILL

Identifying cause and effect

#### SUGGESTED ACTIVITIES

Have students give complete oral responses to the following:

1. Why didn't the monkey's top part of the banana plant grow?
2. Why did the turtle's lower part of the banana plant grow?
3. Why did the turtle get angry with the monkey?
4. Why did the monkey get angry with the turtle?
5. Why did the turtle hide?
6. Why did the monkey sit down to rest?
7. Why didn't the monkey throw the turtle into the fire?
8. Why did the monkey throw the turtle into the river?
9. Why did the turtle not drown?
10. Why were the monkey and the turtle no longer friends at the end of the story?

## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

### Sequence of events

### SUGGESTED ACTIVITIES

Number the following statements in the order that they occurred in the story. Write the number on the blank space.

- \_\_\_\_\_ The monkey was scratched by the thorns.
- \_\_\_\_\_ The monkey's half of the banana plant did not grow.
- \_\_\_\_\_ The monkey was angry when the turtle swam away.
- \_\_\_\_\_ The monkey and the turtle went for a walk and found a banana plant.
- \_\_\_\_\_ The monkey found the turtle hiding in the bushes.
- \_\_\_\_\_ The monkey and the turtle divided the banana plant.
- \_\_\_\_\_ The monkey threw the turtle into the river.
- \_\_\_\_\_ The monkey ate all the turtle's bananas.

## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

### Predicting outcomes

### SUGGESTED ACTIVITIES

Have students answer the following questions.  
Encourage complete oral responses.

1. What would have happened to the story if ....
  - a. the turtle had been given the top part of the banana plant?
  - b. the monkey had not been selfish?
  - c. the turtle had not covered the banana plant with thorns?
  - d. the turtle had not begged the monkey to throw him into the fire?
  - e. the turtle had not succeeded in tricking the monkey?
2. What do you think the monkey would do to the turtle if he saw him again?
3. Could the turtle and the monkey become friends again? Why or why not?

## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

### Interpreting emotional reactions

### SUGGESTED ACTIVITIES

#### A. Have students express their reactions to the following situations in complete oral responses.

1. How did the monkey and the turtle feel when they found the banana plant?
2. How did the monkey feel when his banana plant died?
3. How did the turtle feel when his banana plant grew and grew?
4. How did the turtle feel when he couldn't climb the banana plant to pick the bananas?
5. How did the turtle feel when the monkey ate all his bananas?
6. How did the monkey feel when he was scratched by the thorns?
7. How did the turtle feel when the monkey found him hiding in the bushes?
8. How did the turtle feel when the monkey threw him into the river?
9. How did the monkey feel when the turtle did not drown?

#### B. Have students pantomime the emotions in each of the above statements.



## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

### Making inferences

### SUGGESTED ACTIVITIES

Have students put a check mark (✓) before the statements inferred in the story:

1. The banana plant:

- \_\_\_\_\_ The lower half of the plant can grow when replanted.
- \_\_\_\_\_ Very strong winds can blow banana plants down.
- \_\_\_\_\_ Banana plants do not bear fruit in a bunch.

2. The turtle:

- \_\_\_\_\_ Turtles can live only on land.
- \_\_\_\_\_ Turtles cannot climb plants.
- \_\_\_\_\_ Turtles can swim.

3. The monkey:

- \_\_\_\_\_ Monkeys do not like bananas.
- \_\_\_\_\_ Monkeys cannot swim.
- \_\_\_\_\_ Monkeys are physically stronger than turtles.

## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

### Problem solving

### SUGGESTED ACTIVITIES

Have students give complete oral responses.

1. If you were the monkey in the story, what would you do if ...
  - a. you found the banana plant?
  - b. the turtle offered to share his bananas with you if you picked them for him?
  - c. you were scratched by the thorns that the turtle covered the banana plant with?
  - d. you found the turtle hiding in the bushes?
  - e. the turtle begged you to throw him into the fire?
  - f. the turtle did not drown?
  - g. you saw the turtle again on land after you've thrown him into the river?
2. If you were the turtle in the story, what would you do if ...
  - a. the monkey gave you the lower part of the plant instead of the top part of the plant?
  - b. you couldn't climb the banana plant to pick the bananas?
  - c. the monkey wouldn't give you any bananas?
  - d. you had covered the banana plant with thorns?
  - e. the monkey found you hiding in the bushes?
  - f. you saw the monkey again after he had thrown you into the river?

# COMPREHENSION UNIT 3

## FOLKTALE

## THE MONKEY AND THE TURTLE

### SKILL

### Expanding vocabulary

### SUGGESTED ACTIVITIES

Have students write the word from Column A that has the same meaning as the underlined words in Column B.

#### Column A

#### Column B

anxiously \_\_\_\_\_

A monkey and a turtle lived together in the woods.

skins \_\_\_\_\_

weary \_\_\_\_\_

The monkey and the turtle eagerly waited for their banana plant to grow.

forest \_\_\_\_\_

comprehend \_\_\_\_\_

The monkey couldn't understand why his banana plant died.

fooled \_\_\_\_\_

scared \_\_\_\_\_

The monkey gave the turtle the banana peels.

flower \_\_\_\_\_

The turtle became very frightened when the monkey found him hiding in the bushes.

The turtle tricked the monkey.

Soon the turtle's plant began to blossom.

The monkey became tired of looking for the turtle.

## COMPREHENSION UNIT 3

### FOLKTALE

### THE MONKEY AND THE TURTLE

### SKILL

Applying facts and concepts to problem solving

### SUGGESTED ACTIVITIES

Have students give oral responses in complete sentences.

1. How would you feel if your friend broke his promise to you? What would you do?
2. How would you feel if your friend was unfair to you? What would it do to your friendship?
3. How would you feel if your friend behaved in a greedy and selfish manner?
4. How do you show gratitude?

ASIAN AMERICAN BIBLIOGRAPHY

ADULT READING

K.E.Y.S. PROJECT

(KNOWLEDGE OF ENGLISH YIELDS SUCCESS)

LOS ANGELES CITY SCHOOLS

Los Angeles Unified School District

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KOREAN AMERICAN

Bang, Im and Yi Ryuk. Translated by James S. Gale. Korean Folk Tales: Imps, Ghosts, and Fairies. Rutland, Vermont and Tokyo, Japan: Charles E. Tuttle Company, 1962.

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Martin, Samuel E. Korean in a Hurry: A Quick Approach to Spoken Korean. Rutland, Vt., Tokyo, Japan: Charles E. Tuttle Comapny, 1954.

Yum, Lee Kang. Korean Folk Songs. Seoul, Korea: National Music Research Society, 1970.

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Calkins, Fay. G. My Samoan Chief. New York: Doubleday and Co., Inc. 1962.

Irwin, George. Samoa. New York: A. S. Barnes and Co., 1965.

Siers, James, Samoa in Colour. Rutland, Vermont: Charles E. Tuttle Company: Publishers, 1970.

Sutter, Frederic Koehler. Samoa: A Photographic Essay. Honolulu: The University Press of Hawaii, 1971.

ASIAN AMERICAN MULTI-MEDIA MATERIALS, K-3

K.E.Y.S. PROJECT

(KNOWLEDGE OF ENGLISH YIELDS SUCCESS)  
LOS ANGELES CITY SCHOOLS

Los Angeles Unified School District

September, 1976

## ASIAN AMERICAN MULTI MEDIA MATERIALS, K-3

### FILMS

"Kites." Los Angeles, Calif.: Visual Communications/Asian American Studies Central, Inc.

Tells of the history of Asian Kites.

16 mm. color film, sound, 10 minutes.

"To Be Me: Tony Quon." Los Angeles, Calif.: Visual Communications/Asian American Studies Central, Inc., 1975.

A sensitive film showing how an immigrant Chinese boy views his new environment at school and in the community.

16 mm. color film, sound, 10 minutes.

### FILMSTRIPS

"Asian American ABC's." Los Angeles, Calif.: Visual Communications/Asian American Studies Central, Inc.

Introduces the alphabet using pictures with which Asian American children can readily identify to make learning the alphabet a meaningful experience. Available with a teacher's guide.

### KITS

"A City Family of the Philippines." Chicago, Illinois: Society for Visual Education, Inc.

Accompanies the de la Santos family on a fun-filled holiday to the countryside where they rediscover aspects of Philippine history, crafts, and culture.

65-frame filmstrip, 7 minutes, record.

"A Christmas Package." Rochester, New York: BEE Cross Media, Inc.

Contains a pamphlet describing the customs of Christmas celebration in the Philippines, a sheet of directions on how to make gay Philippine Christmas star lantern, and the recording *A Philippine Christmas With Bayanihan*.



KITS (cont.)

"Cynthia, Japanese American Girl." Chicago, Illinois: Society for Visual Education, Inc.

Story portrays family relationships, school experiences, neighborhood activities, ethnic customs, providing a source of identity for minority group children and a basis of understanding and respect for others.

57-frame filmstrip, 16 minutes, record.

"East/West Activities Kit, Ethnic Understanding Series." Los Angeles, Calif.: Visual Communications/Asian American Studies Central, Inc.

Twelve activities designed to expose children on an intellectual and experimental level to activities which are familiar yet are definitely Asian in origin.

"Paper Play Series." Tulsa, Oklahoma: Educational Progress Corp., 1970.

A complete program of four Japanese folktale books with cassette tapes. Emphasizes the literary medium of the folktale, dramatic interpretation, narrative interpretation, relation of oral to visual stimuli, awareness of other cultural traditions.

"Mr. Tani." Los Angeles, Calif.: Visual Communications/Asian American Studies Central, Inc., 1976.

An older Japanese man tells of his experiences as an immigrant, tuna fisherman, and the incarceration during World War II to a group of young children.

Filmstrip with cassette tape, 10 minutes.

RECORDS

*Bayanihan Recordings.* Rochester, New York: BEE Cross Media.

Songs and dances that reflect the richly varied cultural heritage of the Philippines.

#322 - *Bayanihan Philippine Dance Co.*

#330 - *Bayanihan Philippine Dance Co.*

#372 - *Bayanihan Sings*

#427 - *A Philippine Christmas With Bayanihan*

#428 - *Bayanihan on Tour*

RECORDS (cont.)

*Favorite Songs of Japanese Children.* North Hollywood, Calif.: Bowmar Records, Inc.

Japanese children's songs sung in English as translated by Hanako Fukuda. Available with booklet giving instructions on dance and rhythms activities.

*Marn-Ling Sees the Chinese Lion Dance.* Hunt Valley, Maryland: International Telecomm, Inc., 1972.

Chinese songs to sing and dance. Includes the Ribbon Dance and the Dragon Dance.

*Tinikling.* KBH Productions, 1972.

Complete instructions and music for the Filipino folk dance by Carmencita Y. Kazan.

BIBLIOGRAPHY OF ASIAN AMERICAN CHILDREN'S BOOKS, K-3

K.E.Y.S. PROJECT

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October, 1976

## BIBLIOGRAPHY OF ASIAN AMERICAN CHILDREN'S BOOKS, K-3

### CHINESE

Bulla, Clyde. Johnny Hong of Chinatown. New York: Thomas Y. Crowell Company, 1952.

Johnny Hong did not know any children to invite to his birthday party. He became a town hero, and soon had many friends.

Dowdell, Dorothy and Joseph. The Chinese Helped Build America. New York: Julian Messner, 1972.

Interesting story about Chinese family life, social customs, and contributions to America. Many drawings and photographs.

Evans, Doris. Mr. Charley's Chopsticks. New York: Coward-McCann, 1972.

The Wu family used their chopsticks for eating but they also found some very unusual uses for them, too. When Mr. Charley was coming to dinner, Mr. Wu made an especially beautiful pair of chopsticks for him, but just before dinner, Mr. Wu discovered one was missing.

Hsiao, Ellen. A Chinese Year. New York: M. Evans & Co., Inc., 1970.

Al-lan and her brother, Nan-san, were sent from their modern city home to live with their grandfather in a small village where they learned Chinese folk customs and traditions.

Jones, Claire. The Chinese in America. Minneapolis, Minnesota: Lerner Publishing Co., 1972.

Synoptic surveys of the origin, life styles, and contributions of the Chinese in the U. S. Numerous black and white photographs accompany the text.

Jue, David. Chinese Kites. Rutland, Vermont: Charles E. Tittle, 1967.

An attractive book describing various types of kites, instructions on how to make them. Traditional stories and customs relating to Chinese kites are also mentioned.

Lee, Calvin. Chinatown, U.S.A. Garden City, New York: Doubleday & Company, Inc., 1965.

The author, a second generation Chinese American from New York, traces the history of the Chinese in the United States and tells of the

CHINESE (cont.)

development of Chinatowns throughout the country. The Chinese culture and way of life are presented in a popular style.

Lenski, Lois. San Francisco Bay. Philadelphia, Penn.: Lippincott, 1955.

An appealing story of Chinese life in an American community in the 1950's. Through the Fong children and their friends, feelings and everyday problems of the Chinese American children are revealed.

Liang, Yen. Tommy and Dee-Dee. New York: Walck, 1953.

A simple lesson in international understanding. A black boy and a Chinese boy find they are alike in many ways. This reference will also be useful in the study of geography and maps at the primary level.

Oakes, Vanya. Willy Wong, American. New York: Julian Messner, Inc., 1951.

This is the story of Willy Wong, a Chinese American who finds pride in his heritage. Willy experiences feelings and conflicts similar to those felt by many first generation children born of immigrant parents in the United States.

Politi, Leo. Moy Moy. New York: Charles Scribner's and Sons, 1960.

Chinese New Year customs and celebration in Los Angeles Chinatown is the theme of this book.

Reit, Seymour. Rice Cakes and Paper Dragons. New York: Dodd, Mead & Co., 1973.

Text and photographs introduce a girl of Chinatown, New York City, her family, and their celebration of Chinese New Year.

Wiese, Kurt. You Can Write Chinese. New York: The Viking Press, 1945.

An easy text teaching the writing of Chinese characters with English translation.

FILIPINO

Aquino, Gaudencio. Philippine Folk Tales. Quezon City, Philippines: Phoenix Press, Inc., 1969.

Folktales from different regions in the Philippines.

Aquino, Gaudencio. Philippine Legends. Manila, Philippines: National Book Store, Inc., 1972.

Well-known Philippine legends are presented in this book.

Aruego, Jose. Juan and the Asuangs. New York: Charles Scribner's and Sons, 1970.

It is the story of Juan and his adventures with the *asuangs*, or ghosts and spirits, of the Philippines. It tells how Juan outsmarts the *asuangs* and becomes a hero. This book also provides a description of the different Philippine ghosts and spirits.

Aruego, Jose and Ariane. A Crocodile's Tale. New York: Charles Scribner's and Sons, 1972.

A Philippine folktale about a little boy who saves the life of a crocodile. The crocodile is not grateful and wants to eat him up. The little boy pleads with the crocodile to ask others if this is fair and just.

Makakabilang Ako Ng Sampu. Manila, Philippines: Bookmark, 1970.

A picture number book for primary children. It is written in Pilipino.

Robertson, Dorothy Lewis. Fairy Tales From the Philippines. New York: Dodd, Mead and Co., 1971.

A collection of traditional fairy tale characters and some less familiar ones such as the *tiyanak*, or monster. These fairy tales have a lot in common with those of other languages but also present differences that make them unique. They have unusual settings and personalities providing the readers an insight to the customs and beliefs of the people.



## JAPANESE

Hawkinson, Lucy. Dance, Dance Amy-chan. Chicago: Albert Whitman and Co., 1964.

Moving story about the relationship of two American born Japanese sisters and their grandparents. Gives insight into Japanese culture and customs. Describes Japanese festivals.

Leathers, Noel L. The Japanese in America. Minneapolis, Minnesota: Lerner Publishing Co., 1967.

Tells of the history of Japanese Americans.

Sakade, Florence. Japanese Children's Stories. Rutland, Vermont & Tokyo, Japan: Charles E. Tuttle Co., 1972.

A collection of 15 Japanese traditional stories that have captivated the hearts of children through generation after generation.

Sakade, Florence. Kintaro's Adventures and Other Japanese Children's Stories. Rutland, Vermont & Tokyo, Japan: Charles E. Tuttle Co., 1972.

A collection of many of Japan's most-loved children's stories.

Sakade, Florence. Little One-Inch and Other Japanese Children's Favorite Stories. Rutland, Vermont & Tokyo, Japan: Charles E. Tuttle Co., 1972.

A collection of many of Japan's most-loved children's stories.

Sakade, Florence. Peach Boy and Other Japanese Children's Favorite Stories. Rutland, Vermont & Tokyo, Japan: Charles E. Tuttle Co., 1972.

A collection of many of Japan's most-loved children's stories.

Sasaki, Jeannie, and Frances Uyeda. Chō Chō is for Butterfly. Seattle, Washington: Uyeda Sasaki Art, 1975.

Japanese-English primer introducing the English alphabet using romanized Japanese words.

JAPANESE (cont.)

Uchida, Yoshiko. The Birthday Visitor. New York: Charles Scribner's and Sons, 1975.

A well illustrated story of a Japanese American family in the 1930's.

Uchida, Yoshiko. Journey to Topaz. New York: Charles Scribner's and Sons, 1972.

A story of a Japanese American family imprisoned behind barbed wires in the United States during World War II.

Uchida, Yoshiko. Samurai of Gold Hill. New York: Charles Scribner's and Sons, 1972.

A boy escapes from Japan and becomes a part of the first group of Japanese to settle in the United States.

Uyeda, Frances and Jeannie Sasaki. Fold, Cut, and Say the Japanese Way. Seattle, Washington: Uyeda Sasaki Art, 1975.

A Japanese activity book for young children.

Yashima, Mitsu, and Taro Yashima. Momo's Kitten. New York: Viking Press, 1961.

Momo, the small Japanese American heroine, finds a stray kitten and is allowed to keep it.

Yashima, Taro. Umbrella. New York: The Viking Press, 1958.

A Japanese American girl is the subject of a book which conveys the excitement and pleasure of a small child with her first umbrella and red boots.

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Festivals in Korea, Dano and Chusok. Seoul, Korea: Kyosun Sa Co., 1973.

A coloring book illustrating cultural activities, costumes, art objects.

Festivals in Korea, New Year. Seoul, Korea: Kyosun Sa Co., 1973.

A coloring book illustrating all the New Year activities, costumes, and art.

Lee, Kang Yum. Korean Folk Songs. National Music Research Society, 1970

A pictorial song book complete with English translation.

Oh, Hyun-Ja, and Ki Hyoung Oh. Festivals in Korea. Seoul, Korea: Korea Center, Inc., 1973.

This book contains colorful cultural pictures of three folk festivals, New Year, Dano Day, and Chusok (Thanksgiving Day) which can be read by upper primary children. The book can be used by children in lower primary for the picture content.

SAMOAN

Aiga O Toma, Samoan Primer 3. Government of American Samoa, Department of Education, Elementary Division, 1969.

A primer telling of Toma and his family. Written in Samoan.

Muagagana Ma Tupua Fa'asamoa, Samoan Proverbs and Riddles. Pago Pago, American Samoa: Bilingual/Bicultural Education Project of American Samoa, 1975.

Proverbs in both Samoan and English relating to fishing, hunting, work, food, games, sea travel, miscellaneous.

O a Tatou Tala Ma Pese. Government of American Samoa, Department of Education, Elementary Division, 1970.

Different aspects of Samoan culture written in Samoan.

O Le Aiga Ma Le Aoga, Samoan Reader - Book 2. Government of American Samoa, Department of Education, Elementary Division, 1968.

A reader about family and school. Written in Samoan.

O Le Paopao Lapoa, Samoan Reader - Book 1. Government of American Samoa, Department of Education, Elementary Division, 1968.

A reader telling of a big canoe. Written in Samoan.

O Le Pusi Uliuli. Government of American Samoa, Department of Education, Elementary Division, 1967.

A story about a black cat written in Samoan.

Peti Ma Toma, Primer 1. Government of American Samoa, Department of Education, Elementary Division, 1968.

A primer including the boy, Toma, and the girl, Peti, a cat, Misi, and a dog, Popi. Written in Samoan.

Riethmaier, Gregory. Samoa ma le Fa'asamoa. Auckland, New Zealand: Collins Bros. and Co., Ltd., 1973.

A photographic essay of both American and Western Samoa. The pictures are in color and in black and white.

SAMOAN (cont.)

Siers, James. Samoa in Color. London, Auckland, New Zealand, Christchurch. A. H. and A. W. Reed Ltd., 1970.

Photographs of American and Western Samoa.

Sutter, Frederic Koehler. A Photographic Essay, Samoa. Honolulu, Hawaii: The University Press of Hawaii, 1975.

Beautiful color photographs of Western Samoa and its cultural activities, many of which are full pages. The pictures are accompanied by short Samoan proverbs in the Samoan language accompanied by the English translation.

Tagata Faigaluega i Amerika Samoa. Pago Pago, American Samoa. Government of American Samoa, 1976.

A book written in Samoan and illustrated with photographs telling of the different industries and career opportunities in American Samoa.

Tala A Samoa Anamua, Legendary Tales of Samoa, Part I. Pago Pago, American Samoa: Bilingual/Bicultural Education Project of American Samoa, 1975.

Legendary tales in both English and Samoan, including stories about sharks, coconut trees, rocks, and mountains.

Tala A Samoa Anamua, Legendary Tales of Samoa, Part II. Pago Pago, American Samoa: Bilingual/Bicultural Education Project of American Samoa, 1975.

Legendary tales in both English and Samoan, including stories about Sina, the girl, wife, and mother, and Tigilau, the boy, suitor, and a husband of Sina.